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ABSTRACT

This descriptive community opinion survey reports the findings derived from a sample survey of attitudes relating to education and public schools in the Fort Lincoln area of Washington, D.C. Described are perceptions of both junior and high school students as well as adults. The first section describes the nature of the two surveys and the population and samples of people who constitute the respondents for the survey. The second section describes the overall responses of both the student sample and the adult sample to the full battery of items contained in the two survey instruments. The third section attempts to relate the attitudes of the respondents to certain basic characteristics of the two samples that are felt to be potentially useful in further discriminating and explaining the nature of the responses. No attempt has been made in this report to explain or attach particular significance to any of the findings included. The principal objective of this report is to describe the reactions of these two samples to the battery of items presented to them and interpretation of the data will be left to other sources. (For related documents see ED 047 171 through ED 047 188). (Author/ON)

ED 047 174

GENERAL LEARNING CORPORATION
EDUCATIONAL SERVICES DIVISION

AA 000 667

COMPREHENSIVE PLANNING
FOR AN EDUCATION SYSTEM

FORT LINCOLN NEW TOWN

Negotiated Services Contract #69183

Report #2 DEFINITION SUMMARY

APPENDICES
Volume 2

August 7, 1969
Revised

General Learning Corporation
5454 Wisconsin Avenue
Washington, D. C. 20015

APPENDIX B

COMMUNITY OPINION SURVEY

A SURVEY OF ATTITUDES RELATING TO EDUCATION AND THE PROPOSED PUBLIC SCHOOL SYSTEM IN THE FORT LINCOLN AREA OF WASHINGTON, D. C.

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VOL. I

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June 18, 1969

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OVERVIEW

This is a descriptive report on the findings derived from a sample survey of attitudes relating to education and public schools in the Fort Lincoln area of Washington, D.C. The report describes perceptions of both junior high and high school students as well as adults.

The first section of the report will describe the nature of the two surveys and the populations and samples of people who constitute the respondents for the survey. The second section of the report will describe the overall responses of both the student sample and the adult sample to the full battery of items contained in the two survey instruments. The third section of the report will attempt to relate the attitudes of the respondents to certain basic characteristics of the two samples that were felt to be potentially useful in further discriminating and explaining the nature of the responses discovered in the two surveys.

No attempt will be made in this report to explain or attach particular significance to any of the findings included therein. The principal objective of this report is to describe the reactions of these two samples to the battery of items presented to them,and interpretation of the data will be left to other sources.

PART I

THE SURVEY DESIGNS

Two separate designs were used to collect data from the two samples reported on in this study. The designs are described below:

A. The Adult Sample

In accordance with the agreement between Community Programs Inc. and General Learning Corporation, a random, cluster bloc sample of 150 homes was drawn from the target area. The target area consisted of all of the 90th U. S. Census Tract of Washington, D.C., south of the B&O Railroad line, and east of New York Avenue and 18th Street, N.E., and all of the Census Tract #91 east of 18th Street, N.E. A total of 135 interviews were obtained out of 147 eligible homes contacted (91.8%). Sixty contacts were made on the weekend of May 17 - 18, and 87 contacts were made on the weekend of May 24-25. Three contacts of the original 150 were not made due to a technical error on the part of one interviewer. Ten interviewers were used for this study; eight of them were experienced members of the Community Programs, Inc. regular team of interviewers. Two of the interviewers were Howard University students from the Fort Lincoln community. All the interviewers were black. A special briefing was held for the regular CPI interviewing team, and an all-day training session, which included field orientation training and supervision, was conducted for the two novice interviewers. Special supervision by CPI's field supervisor was also provided for the community interviewers on both weekends. While the interviews obtained by the two inexperienced interviewers showed many of the typical signs of inexperience (misunderstanding of instructions, many unanswered questions, etc.), their interviews were judged to be useable and were included in the results which follow. It should be noted that the opportunity for interviewer bias was probably increased considerably by the use of these two local interviewers, and the normal margin of error (approximately 7%) for a sample of this size was probably increased somewhat as a result.

A total of sixteen city blocks were chosen at random for the survey. Each interviewer was asked to make ten "contacts' on the first weekend and nine contacts on the second weekend. The sample was stratified on both weekends to insure an equitable distribution of males (50.3% of the total respondents) and on the second weekend, the sample was stratified to guarantee a minimum percentage of parents of children, eighteen years of age or younger (72.6% of the total respondents.) Appendices C-1 and C-2 describe the special interviewing instructions which were provided to the interviewers in more detail. Appendices B and D contain general interviewing instructions for the two surveys.

The final sample of respondents contained a sizeable number of long-term Fort Lincoln residents. A total of 75.6% of the respondents had lived in the neighborhood for over five years; 17% had lived there from one to five years and only 7.4% had lived in the Fort Lincoln area for less than a year. A total of 90.4% of the respondents were black and 9.6% were white.

There was a good distribution of educational backgrounds among the 135 respondents. A total of 7.8% had less than a ninth grade education, 17.8% had been to high school but had not graduated, 32.6% were high school graduates with no further education, 14.0% had some formal post-high school education, but did not have a college diploma, and 25.6% were college graduates. In addition, 71.9% of the respondents were employed, 20.7% considered themselves full-time housewives, and 7.4% considered themselves to be unemployed.

A twelve page survey instrument was administered to each of the 135 respondents (See Appendix A). The instrument consisted basically of closed ended response questions. Two open ended response questions, soliciting the views of the respondents on the capabilities of good and bad teachers, were asked near the end of the interview. Interviews ranged from 10 minutes to an hour and a half; the average interview took about 30 minutes.

B. The Student Sample

A total of 258 students were interviewed in the second survey. The student interviews were administered by a team of two black interviewers in classroom settings in McKinley High School, Langley Junior High School and Backus Junior High School. The students at McKinley and Backus were chosen from randomly selected classes which cut across ability groupings and grade levels; the students at Langley were chosen from a study hall setting and were also felt to be generally representative of the total student body. While the student sampling techniques were not as random as those of the adults, it is felt that the over-sampling (258 students to 135 adults) guarantees a maximum error range well within the 7% goal for this study.

A total of 46.9% of the student respondents were males and 52.7% were females. The students ranged in age from 11 to 18 with over 96% falling in the 12 to 17 age grouping. Since only one high school and two junior high schools were used, junior high school students predominate in a two to one ratio; differences in response patterns between junior high and high school students and between younger and older students are discussed in a later section of this report. Seventh graders are somewhat over-represented and ninth graders were somewhat underrepresented in the sample (35.7% and 8.9% of the total). All the respondents were black students.

A different interviewing technique was used for obtaining data from the student sample. Since information was obtained 'n groups ranging from 20 to 35 in number, each student was provided an answer sheet to record his responses (See Appendix E). Questions and possible responses were read by the interviewer from a manual (Appendix D) with students following along on their answer sheets. A second member of the interviewing team circulated throughout the classroom to assist students when necessary. This data collection technique proved quite successful as there was little missing data (even less than for the individual adults interviews), and good cooperation and high interest was reported by the expeienced interviwing teams. Administrators and teachers at all three schools provided assistance and cooperation to the interviewers.

The data obtained from the adult and the student samples are generally comparable in nature. Somewhat more demographic information was collected on the adults. In addition to sex and name, interviewers were asked to estimate each adult's socio-economic background and age by observation (Appendix A; page 13, #3 and page 14, #6). Direct questions were used to obtain data on the number and sex of children, length of residence in Fort Lincoln, education, work status, and occupation of each adult respondent (Appendix A, pages 1-2).

Due to the nature of the interviewing situation, students were asked only for personal data on their sex, grade and age; data on race was obtained by observation.

The only substantive differences in the two survey instruments were as follows (See Appendix A and D):

(1) Student question number 6; items "K" and "L" were not asked of adults. These items relate to whether or not students considered lack of attention to student opinions (K) and schools being run for the benefit of parents and not students (L) to be serious problems.

(2) Question #12 for adults, relating to adult education programs, was not asked of students.

(3) Question #26 (adults) and #12 (students) are similar but not identical. Adults were asked about dropping report cards and adding parent conferences while students were asked about dropping report cards and adding student conferences.

(4) Questions #21 and #23 for students were not asked of adults. These questions related to opening school facilities in off hours to students (21) and having student government play a larger part in the school (23).

(5) Question #36 for adults concerning who should run a new Fort Lincoln school system was not asked of students.

PART II

DESCRIPTION OF RESPONSES

The responses to the attitudinal and opinion segments of the Fort Lincoln New Town survey instrument will be described in the next section of this report. This section will focus on discerning the response tendencies and the clustering of responses in the adult and student interview data.

This section will be divided into three subsections. One will describe the adult reponse patterns, emphasizing those educational areas of apparent primary salience to Fort Lincoln area adults. The basic purpose of the first subsection will be to present the adult survey data and point out important facets of the adult response patterns. The second subsection will be similar to the first. This portion of the report will report the Fort Lincoln student reponse data. It will also describe what responses did occur, and what trends appear to be present in these response patterns.

The third subsection will present a comparison of the adult responses and the student responses. Except for a few items, (noted in Section I) the adult and student survey instruments were identical in content. The purpose of this last subsection will be to indicate some of the attitude differences and similarities between the adult sample and the student sample. This descriptive phase of the report will serve as a base for the more complex data analysis in the last section of this report.

The response description will essentially follow the progression of items in the adult and student questionnaires (See Appendix A and D). Four segments of the questionnaire dealing with opinions about school subjects, extra-curricular activities, educational problems, and educational goals, followed the demographic items on both the adult and student instruments. The respondents were asked to react to a series of statements concerning school policies, and school programs. Another portion of the instrument asked several questions about the administration of schools and school personnel, and about curriculum in the schools. The final items on the two Fort Lincoln surveys were indicators of alienation, school satisfaction,and black awareness.

A. Fort Lincoln Adults

A group of selected subjects frequently or traditionally taught in the public schools were read by the interviewer to the respondent, with the objective of eliciting the respondent's rating of each subject's importance as a part of the school curriculum. Table 2-1 shows that very few of the adult respondents had great objections to any of these subjects. In fact, if the two categories indicating a perception of importance, "very important," and "somewhat important" are combined, it is apparent that the adults in the Fort Lincoln area are all but unanimous in rating the importance of these subjects, to the extent that 85% to 100% of them rated every subject as at least"somewhat important".

TABLE 2-1

RANKING OF IMPORTANCE OF SELECTED SUBJECTS BY FORT LINCOLN ADULTS

Subject	Very Important	Somewhat Important	Unimportant	No Opinion
English	97.8%	1.5%	0.0%	0.7%
Mathematics, Arithmetic	94.8	3.0	1.5	0.7
Health education	92.6	6.7	0.0	0.7
Remedial reading	91.8	6.7	0.0	1.5
Gym, physical education	86.7	12.6	0.0	0.7
Science courses	81.5	13.3	2.2	3.0
History	80.0	16.3	2.2	1.5
Driver Training	76.3	18.5	3.7	1.5
American government, Civics	75.6	20.0	1.5	3.0
Typing	67.4	31.1	0.7	0.7
Cooking, sewing and other homemaking courses	66.7	27.4	4.4	1.5
Auto mechanics	60.7	32.6	4.4	2.2
Metal work, wood work and other shop courses	56.3	37.8	4.4	1.5
Music & Art	47.4	38.5	13.3	0.7
Foreign languages	40.0	45.2	11.8	3.0

Some less homogeneous adult responses became apparent when the strength of the belief of subject importance as shown on Table 2-1 is considered. The "very important" category is intended to attract the more strongly held, positive response. These responses gathered into, roughly, four strength levels. The highest level responses are quite positive (90th percentile). Included here are the fundamental courses which education apparently revolves around in the United States-English and Math - as well as courses fundamental in a somewhat different way, namely health education and remedial reading. A second tier of "importance strength" is formed by responses ranking in the 80th percentile. The subjects which bring out this level of response are a group similar to the first level of subjects. Included here are such entrenched academic subjects as Science, History and Civics. Physical education and driver training, which also fall in this set, seem analogous to health education and remedial reading, in the sense of being courses serving student needs, rather than academically or vocationally educating students. A third group consisted of subjects clustered by the positive responses of 50% to 60% of the adults who consider each subject to be very important. The four subjects here are vocationally oriented subjects; typing, cooking (home economics), auto mechanics, and shop courses. The fourth level of "very important"responses falls below the 50th percentile. Music and art, and foreign languages are considered especially important to only 47.4% and 40% of the adults, respectively. The only significant level of disagreement with the importance of any of these subjects is recorded on these two subjects in this last group. 13.3% of the adults feel music and art are unimportant and 11.8% feel foreign languages are unimportant.

After asking the respondent's opinion of particular subjects in school curricula, the interviewers asked for his assessment of the desirability of several extra-curricular activities. Table 2-2 shows the breakdown of the Fort Lincoln area adult responses into categories of desirability.

TABLE 2-2

RANKING OF IMPORTANCE OF EXTRA-CURRICULAR ACTIVITIES BY FORT LINCOLN ADULTS

Activity	Very Important	Somewhat Important	Not Important	Undesirable	No Opinion
Parent-teacher meetings	85.2%	8.9%	4.4%	0.0%	1.5%
Field trips to places like Congress and the White House	72.6	22.2	3.7	0.0	1.5
Basketball teams	67.4	29.6	1.5	0.7	0.7
Football teams	67.4	28.9	1.5	0.7	1.5
School band	51.8	38.5	5.9	1.5	2.2
Craft & hobby groups	51.1	40.7	6.7	0.0	1.5
Picnics & other social events	51.1	31.8	13.3	2.2	1.5
Singing groups-chorus	35.6	49.6	12.6	0.0	2.2
Fund drives for money for activities like Red Cross, the Heart Fund, etc.	35.6	37.8	16.3	8.2	2.2
School dances	31.1	53.3	13.3	0.0	2.2

As with the academic subjects, the extra-curricular activities meet with a generally favorable overall response. Substantial majorities considered every item important. Again, however, wide variation occurs on how strongly their importance is felt and how many adults consider an activity undesirable. Not surprisingly, parent-teacher meetings are considered of highest importance over any other activity. A bit more moderate response is received by the idea of taking field trips to national institutions, but the respondents still feel this to be more important than basketball or football. A large majority of the adults consider these two sports very important while a somewhat smaller majority feel that the school band, hobby groups and social events are of major importance. Social events meet with some negative response also. This type of response is also characteristic of a group of activities receiving less than majority response on their crucial nature. The "very important" response to chorus, fund drives and dances ranks in the 30th percentile. Sizable majorities support the general importance of all these activities., however, fund drives received a generally less enthusiastic response than any other activity. More adults feel fund drives are unimportant than feel so concerning any other activity. The only strong "undesirable"response comes on fund drives as well. The "undesirable" response is practically non-existent on every other activity.

The respondents were then asked to consider the seriousness in their neighborhood schools of several potential problem areas. Table 2-3 shows the percentages of Fort Lincoln area adults who felt the problems were either serious or not serious.

TABLE 2-3

RANKING OF SERIOUSNESS OF PROBLEM AREAS BY FORT LINCOLN ADULTS

Problem	Serious Problem	Not Serious Problem	Don't Know, Maybe
Overcrowded schools	91.9	3.7	4.4
Poor discipline of students	83.0	11.8	5.2
Children don't learn enough	72.6	19.3	8.1
Teachers not allowed to run their classes the way they see fit	57.8	27.4	14.1
Poor quality teachers	48.2	28.9	21.5
Inadequate school lunch program	47.4	33.3	17.8
Outside interference in running the schools	43.7	34.8	20.7
Not enough different courses offered	43.0	37.8	18.6
Schools too far away from home	26.7	65.2	6.7
Too much emphasis on sports	11.1	77.0	11.1

The most salient of any of the problems in Table 2-3 to the adult sample obviously is the overcrowded nature of the schools. The poor discipline of students and their inability to learn enough follow in order of perceived seriousness. The only other problem which receives majority agreement regarding its seriousness is the restriction on teachers' conducting their classes the way they want. Sizable numbers of adults feel that this is not a serious problem, however. Increasingly large numbers feel that way about the remaining problems in the table. This type of response is also associated with a considerable (40%) minority who considered poor quality teachers, lunch programs, outside interference, and the lack of different courses as serious problems in schools in their neighborhood. A rather large number of adults are unsure or unaware of these situations. The adults do not consider a school's distance from student homes or the emphasis on sports to be particularly serious problems.

The next section of the Fort Lincoln new town survey was designed to determine what people in that area felt were the primary objectives of a good school, i.e., what aspects of education were important to them. Table 2-4 illustrates that the adults in the area near Fort Lincoln rather strongly support every goal on this list.

TABLE 2-4

RANKING OF IMPORTANCE OF GOALS FOR A GOOD SCHOOL BY FORT LINCOLN ADULTS

Goal	Very Important	Somewhat Important	Not Very Important	No Opinion
A good school should be able to provide a student with assistance when the student has personal problems.	94.8%	3.7%	0.7%	0.7%
A good school teaches a student to take pride in himself and his work.	91.8	5.9	0.7	1.5
A good school provides individual instruction to its pupils whenever necessary and possible.	91.8	4.4	1.5	2.2
A good school should have a low drop-out rate	89.6	3.0	5.2	2.2
A good school makes teaching students how to read its most important job	88.2	9.6	1.5	0.7
A good school makes a student want to get high grades	85.9	8.2	4.4	1.5
A good school has small classes	84.4	8.9	3.0	3.7
A good school gives parents a chance to participate in school activities	68.2	23.0	5.9	3.0

TABLE 2-4 Cont.

Goal	Very Important	Somewhat Important	Not Very Important	No Opinion
A good school should have courses and programs for adults in the community	67.4	25.9	3.7	3.0
A good school should offer students courses they are interested in, even if these courses are different from those in a standard school	60.0	31.1	5.2	3.7
A good school should let students have a good deal of responsibility in running their own school	29.6	38.5	25.2	6.7

The adults are less adamant, according to the percentages on Table 2 - 4, that schools ought to have adult education courses, deviate from standard programs to offer students interesting courses, or afford parents the opportunity to participate in these areas, considering that they are practically unanimous in ranking the importance of all the other objectives.

The only objective which the adults consider at all unimportant is that of permitting students to have a measure of responsibility in running the schools. 25.2% of the adults think this is not very important, far more than respond that way to any other goal on the list.

The interviewer next began to present a number of statements for respondents' reactions following the list of "good school goals". These statements are oriented to areas and issues of school policies and potential school programs. The responses of the Fort Lincoln adults to each of these statements follows in Table 2-5. The statements are arranged according to the strength of agreement with each item.

TABLE 2-5

Ranking of Agreement with Statements about School Policy and School Programs by Fort Lincoln Adults

"A school program should be planned so that each student can move from grade to grade as quickly or as slowly as his ability and progress allow."

Agree Strongly	Agree	Disagree	Disagree Strongly	No Opinion
40.0%	51.8%	3.7%	3.0%	1.5%

"The school should keep parents informed about what their children are being taught in school."

Agree Strongly	Agree	Disagree	Disagree Strongly	No Opinion
40.7%	56.3%	0.0%	1.5%	1.5%

"A good school should back up its teachers when the teachers discipline students."

Agree Strongly	Agree	Disagree	Disagree Strongly	No Opinion
39.3%	44.4%	10.4%	3.0%	3.0%

"The school should provide instruction to parents about how to help their children at home."

Agree Strongly	Agree	Disagree	Disagree Strongly	No Opinion
35.6%	56.3%	5.9%	0.0%	2.2%

"Older students should have the opportunity to tutor, or in other ways help younger children."

Agree Strongly	Agree	Disagree	Disagree Strongly	No Opinion
25.2%	63.7%	6.7%	0.7%	3.7%

TABLE 2-5 (Cont.)

"The school should contain facilities that can be used by the people in the community as well as for school activities, for example, swimming pools, auditoriums and meeting rooms."

Agree Strongly	Agree	Disagree	Disagree Strongly	No Opinion
24.4%	68.9%	3.0%	0.7%	3.0%

"A health clinic which is made available to everyone in the community should be located in each school."

Agree Strongly	Agree	Disagree	Disagree Strongly	No Opinion
20.7%	58.5%	16.3%	0.0%	4.4%

"The school should have a program for children beginning at age 3."

Agree Strongly	Agree	Disagree	Disagree Strongly	No Opinion
17.0%	31.8%	40.0%	1.5%	9.6%

"Grades and report cards should be eliminated and parent-teacher conferences should be held at least twice each year instead."

Agree Strongly	Agree	Disagree	Disagree Strongly	No Opinion
8.2%	13.3%	50.4%	23.0%	5.2%

Except on the issue of replacing report cards with periodic parent-teacher conferences to evaluate student performance, the sampled adults are rather favorably disposed to the policies and programs suggested by these statements. The parent-teacher conferences idea meets with rather substantial disagreement in comparison with the only other proposal (the pre-school program) that engenders any strong disagreement. At the other end of the response scale, a large percentage of those adults who favor the programs contained in the statements in Table 2-5 are disposed to agree strongly with the statements. This response strength is especially evident on the issues of allowing students to progress at their ability rate, keeping parents informed about what students are being taught, and backing up teachers who discipline students. The percentage of the responses to the pre-school program for three-year olds may also indicate a certain ambivalence on the importance of this issue. Similar numbers of adults agreed and disagreed with the pre-school idea. However, more who agree do so strongly, while few adults disagree strongly. Additionally, the highest percentage of "no opinion" responses is found in answer to this statement. This system of responses to the pre-school program may indicate that the idea is not well understood by adults in the Fort Lincoln area.

A more specific series of questions followed the sampling of attitudes on school policy and programming. These questions were intended to determine the response of adults to special facets in a school curriculum and to elements in the administration and personnel management of an educational system.

Table 2-6 ranks the responses to these questions according to how strongly the adults favor the ideas represented on the questions.

TABLE 2-6

RANKING OF RESPONSES TO QUESTIONS ON SCHOOL ADMINISTRATION AND CURRICULA BY FORT LINCOLN ADULTS

"Do you think that schools should teach students about the dangers of drugs, alcohol, and smoking?"

Yes	No	Don't Know
97.8%	1.5%	0.7%

"Do you think a school should provide advanced classes for students who learn more quickly than others?"

Yes	No	Don't Know
94.1%	4.4%	0.7%

"Do you think schools should teach sex education?"

Yes	No	Don't Know
89.6%	5.9%	4.4%

"Do you think schools should hire teacher aides from the local community to assist teachers in the class room?"

Yes	No	Don't Know
80.7%	11.1%	8.2%

TABLE 2-6 (Cont.)

"Do you think the school system for the new Fort Lincoln project should be part of the D.C. School System or do you think the new project should have its own separate school system?"

Part of D.C. System	Separate System	No Opinion	Other
63.0%	17.8%	18.5%	0.7%

"Do you think parents should participate in the hiring of teachers and other people who work in the schools?"

Yes	No	Don't Know
17.0%	74.1%	8.9%

"Do you think pupils should be allowed to have a say in choosing their own teachers?"

Yes	No	Don't Know
12.6%	80.7%	6.7%

"Do you think that the best teachers and smallest classes should go to the students who get the best grades or to the students who have the hardest time learning?"

Best Grades	Should Be the Same for Both Groups	Slow Learners	No Opinion
0.7%	36.3%	59.3%	3.7%

The Fort Lincoln area adults support overwhelmingly the teaching of the dangers of drugs, alcohol and smoking, the teaching of sex education, and the availability of advanced classes for better students. The idea of using teacher aides from the community is also favorably received. Almost as many adults have no opinion on the matter of teacher aides as disagree with the idea, however, which seems to indicate again a certain unawareness of the aide program's intent.

The responses of the adults also indicate that most are content to place the Fort Lincoln New Town schools under the jurisdiction of the District of Columbia School System. As many people have no opinion on this subject as feel the Fort Lincoln schools should be placed in a separate school system.

The Fort Lincoln area adults are not favorably inclined toward either parent or student involvement in the hiring of teachers. They are, however, slightly more willing to involve parents in such duties than they are to allow students to have such involvement.

Only one adult feels the best teachers and smallest classes should go to the best students. 59.3% want these advantages for the poorer student. 36.3% of the adults think the quality of teachers and size of classes should be the same for all students.

The two questions in Table 2-7 below were designed as indicators of particular facets of alienation. Alienation is a complex psychological concept, however, two crucial components of the attitude can be measured here if only crudely. These two components are estrangement and mistrust, both particularly characteristic attitudes of the alienated. The indicators of estrangement and mistrust in Table 2-7 were further refined to relate two different foci of feelings of alienation. The estrangement measure was constructed to determine the level of alienation toward the general social system of the United States. The mistrust measure was aimed at the second focal point, the political system of the United States.

TABLE 2-7

Responses to Alienation Indicators by Fort Lincoln Adults

"If you were free to do so would you like to go settle in another country?"

Yes	No	Don't Know
9.6%	84.4%	5.9%

"In general how much trust and confidence do you have in the wisdom of the American people when it comes to making political decisions?"

Great Deal	Good Deal	Not Very Much	None at All	Don't Know
16.3%	50.4%	25.9%	2.2%	5.2%

Table 2-7 makes the point clear that alienation is probably not a primary psychological characteristic of the adults in the Fort Lincoln vicinity. Only about 10% of the adults would wish to settle in another country. Even this percentage, of course, may be due to other factors--

such as an adventuresome spirit. A more substantial indication of the presence of some alienation among adults is indicated by the 25.9% who say they have "not very much" trust in the political wisdom of the American people, but only 2.2% completely despair of the American people's political sensibility.

The adult rating of neighborhood schools is presented in Table 2-8 below. Only 7.4% of the adults feel the schools are poor. Very few of the adults - only 5.9% - rate the schools as excellent, but 46.7% of the adult respondents rate the schools as good. Another 32.6% of the adults consider the quality of neighborhood schools to be fair.

TABLE 2-8

RATING OF QUALITY OF NEIGHBORHOOD SCHOOLS
BY FORT LINCOLN ADULTS

"In general, how would you rate the quality of the schools serving your neighborhood now? Would you say they are excellent, good, fair, or poor?"

Excellent	Good	Fair	Poor	No Opinion
5.9%	46.7%	32.6%	7.4%	7.4%

The responses presented in Table 2-9 below are intended to be a rough measure of the sort of black awareness extant in the Fort Lincoln community. Black awareness does not appear to extend in great measure to the Fort Lincoln community. About 20% of the adults want all, or mostly all, black teachers in predominantly black schools. A total of 61.5% feel half black and half white is a more appropriate ratio between black and white teachers in the schools.

TABLE 2-9

PREFERENCE FOR RACE OF TEACHERS IN SCHOOLS BY FORT LINCOLN ADULTS

"In a school in which most of the students are black, which of the following would you prefer?"

All teachers be black	Most teachers be black	About half and half	Most teachers be white	All be white	Doesn't Matter
3.0%	17.8%	61.5%	0.7%	0.0%	16.3%

The respondents were asked to tell what they felt the one or two attributes of a good teacher and a bad teacher were. Table 2-10 gives the distribution of characteristics advocated for the good teacher. Respondents could mention more than one attribute, so the percentages add to more than 100%.

TABLE 2-10

Ranking of Attributes of a Good Teacher by Fort Lincoln Adults

(N = 135)

	Attribute	% Adults Mentioning
1.	Understanding, patience, interest	43.0%
2.	Ability to teach, communicate, get across lessons	34.8
3.	Good attitude toward job, dedication, sincerity	27.5
4.	Has qualification, knows subject matter	26.7
5.	Has good discipline	8.9
6.	Fairness, reasonable expectations	2.2
7.	Firmness, seriousness	2.2
8.	One who cooperates with parents	2.2
9.	One who gives homework	1.5
10.	One who is mature	1.5
11.	One who believes in God	1.5

Table 2-10 shows the primary concern of adults to be teacher understanding and ability to teach. A second level of high concern is with the teacher's dedication to his profession, as well as his academic qualifications.

The responses indicating adult perceptions of a bad teacher reflect the same response pattern concerning the good leader characteristics. Table 2-11 illustrates this similarity.

TABLE 2-11

Ranking of Attributes of a Bad Teacher by Fort Lincoln Adults

(N = 135)

	Attribute	% Adults Mentioning
1.	Lack of understanding, patience, interest in students	38.5%
2.	Bad attitude toward job, only there for money	25.1
3.	Lacks teaching skills, no ability, lazy, etc.	16.3
4.	Lack of professional qualifications	13.3
5.	Personality and/or home problems affecting work	10.4
6.	Has bad discipline	9.6
7.	Has "pets"	5.2
8.	Don't treat pupils as peoples, as individuals	3.7
9.	Faulty conduct (yells, swears, etc.)	3.0
10.	Too young, inexperienced	2.2
11.	Personal prejudice, paternalism	1.5

B. Fort Lincoln Students

The respondents who were part of the survey did not have access to the questionnaire itself. An interviewer read each question and response choice to the respondents in a classroom setting. The students marked their answers on an answer sheet. This section of the report will discuss the response patterns and frequency distributions resulting from the survey of 258 students; 86 from McKinley Senior High School, 85 from Langley Junior High School, and 87 from Backus Junior High School. Differences between high school students and junior high school students will be discussed later in the report (Section III-B).

Table 2-12 shows to what degree the students consider important each subject contained in the list of subjects generally offered in public schools. The table is ranked according to the strength of the "very important" response. The vocationally oriented subjects receive the least favorable response from the students. Auto mechanics, homemaking courses, and shop courses are each considered very important by less than 20% of the students, while over 15% of the students feel each of these subjects is unimportant in the schools. Typing fares better, with 31% of the students feeling that it is very important, and only 11.2% believing it unimportant.

TABLE 2-12

Ranking of Importance of Selected Subjects by Fort Lincoln Students

Subject	Very Important	Somewhat Important	Unimportant	No Opinion
Mathematics, Arithmetic	89.2%	8.5%	0.8%	1.5%
English	87.2	11.2	0.4	1.2
Driver Training	53.1	32.2	10.8	3.9
Health Education	48.8	40.3	6.6	4.3
Science Courses	45.0	43.0	6.6	5.4
Remedial Reading	43.4	33.0	10.8	12.8
History	39.2	55.4	3.9	1.5
Gym, Physical Education	38.8	39.2	17.4	4.6
American Government, Civics	38.4	50.0	4.6	7.0
Typing	31.0	52.7	11.6	4.6
Foreign Languages	26.4	50.8	14.7	8.1
Auto Mechanics	19.4	44.6	19.8	16.3
Cooking, Sewing and other homemaking Courses	19.0	52.7	18.6	9.7
Metal work, wood work & other shop Courses	17.1	49.6	19.0	14.3
Music and Art	8.9	62.4	22.1	6.6

The purely academic subjects are not ranked uniformly at the top of the scale, despite near unanimity on rating the importance of Mathematics and English. The Social Studies complex, History and Civics, is not considered as important as the Math-Science complex. The particularly student-oriented courses such as Driver Training, Health Education, and Remedial Reading, receive some of the most favorable ratings for all subjects, ranking five to fifteen percentage points above History and Civics in the "very important" category.

Foreign languages are rated the lowest of the academic set of subjects. Languages are rated 12 percentage points lower than the next lowest academic subject, Civics, in the "very important" category. A relatively high percentage of students, 14.7%, also believe languages are unimportant subjects for the public schools.

The students were then asked to designate the items in the list of extra-curricular school activities as "very important, somewhat important, not important, or undesirable. Again, a "no response" category was available to the students. Table 2-13 represents the student responses on the list of extra-curricular activities.

TABLE 2-13

Ranking of Importance of Extra-Curricular Activities by Fort Lincoln Students

Activity	Very Important	Somewhat Important	Not Important	Undesirable	No Opinion
Fund drives for money for activities like Red Cross, Heart Fund, etc.	56.6%	31.4 %	5.8 %	2.7%	3.1%
Field trips to places like Congress, & White House	51.6	34.1	9.3	3.1	1.9
Parent-teacher meetings	51.2	21.3	7.4	11.2	8.9
Basketball teams	48.1	42.6	6.6	1.2	1.6
School band	46.1	42.2	7.8	1.9	1.9
Football teams	45.0	43.4	5.8	1.9	3.9
School dances	39.5	42.6	14.3	1.9	1.5
Picnics and other social events	31.8	45.4	15.5	1.6	5.8
Singing groups-chorus	24.8	51.9	14.7	3.1	5.4
Crafts & hobby groups	22.9	53.5	13.6	3.9	6.2

The responses appear to cluster in four distinct categories, according to how important the students think the activities are. The first group of activities, which about half the students rate as very important, includes fund drives, field trips, and parent-teacher meetings. Interestingly, although only a moderate number (7.4%) of the students consider parent-teacher meetings unimportant, this activity ranks as the highest "undesirable" response (11.2%). The average undesirable response for all the other items was only 2.3%.

A second cluster of activities consists of those activities rated as very important by about 45% of the students, a strong minority. Basketball, band, and football are the activities in this group. The undesirable responses fall below the average for this particular set of activities.

A third cluster of activities is composed of school dances and picnics or social events, which are ranked very important by 39.5% and 31.8% of the students, respectively. Although not considered undesirable, these activities are considered two of the three most unimportant activities for a school.

The fourth cluster includes the two remaining activities for which the "very important" responses fall into the 20th percentile. Singing groups and chorus, and craft and hobby groups rate least important of all the activities on the list in question 5. Like all the activities, however, these two are also considered at least somewhat important by a substantial majority of the students.

The response to both the subjects and the activities of schools indicate a substantially favorable attitude toward all the choices. The important distinctions appear to lie in the strength of opinion on these responses.

The students were then asked to respond to a list of potential problems in the schools. They were instructed to indicate whether the problem was a "serious problem" or a "not serious problem." Table 2-14 below presents the student responses to these hypothetical problem areas.

TABLE 2-14

Ranking of Seriousness of Problem Areas by Fort Lincoln Students

Problem	Serious Problem	Not serious Problem	Don't Know
Opinions of students not respected by principals & teachers	71.7%	25.6%	2.7%
Poor discipline of students	63.6	30.2	6.2
Inadequate school lunch program	60.1	34.1	5.8
Poor quality teachers	55.8	36.4	7.4
Students don't learn enough	53.1	38.8	7.4
Schools are run for benefit of parents instead of for benefit of students	52.7	33.7	13.6
Outside interference in running of the schools	51.2	35.7	13.2
Overcrowded schools	50.8	42.2	7.0
Not enough different courses offered	38.8	53.1	7.4
Teachers not allowed to run their classes the way they see fit	37.6	48.4	13.6
Schools too far away from home	31.8	61.6	5.8
Too much emphasis on sports	10.7	79.8	8.5

The student responses, it should be noted, indicate at least majority assent that all but two of the problems on the list present serious difficulties for the schools. The two exceptions involve the lack of different courses and the restrictions on the teachers' control over classes. Both problems are considered serious by a minority of over 35 percent. However, 53% of the student respondents do not consider the lack of courses to be a serious problem, while 48% do not feel teacher control to be a particularly serious problem.

Aside from the two problems already mentioned, the responses of the students cluster into three groupings. The highest response group has one item; the problem that student opinion is not respected. 71.7% of the students indicate this to be a serious problem, while only 25.6% of the students do not believe that disregard of their opinions is a serious school problem. For both response categories, "serious problem" and "not a serious problem," fairly striking gaps occur between this particular problem and the remaining items on the list.

A second cluster of problems is formed by the student perceptions of seriousness of the problems in the 60th percentile. The two problems in this set are the poor discipline of students and the inadequacy of the school lunch program, while 30.2% of the students do not perceive school discipline to be a serious problem and 34.1% do not think school lunches are a serious problem in the schools.

The third cluster of problems consists of the five remaining problems, each of which is deemed a serious problem by at least 50 percent of the students. Included here are the problems of poor quality teachers, that students don't learn enough, that schools are run for the benefit of parents instead of students, and outside interference in running the schools. Except for the last problem mentioned, the "not serious" responses averaged about 35% of the respondents for this cluster of problems. A total of 42% of the students do not consider overcrowded schools to be much of a problem.

The next set of questions consists of a list of "goals that some people think should be goals for a good school." As before, the students were asked to indicate on their answer sheet whether they thought each item was very important, somewhat important, or not very important. A "no opinion" response was once again available to the respondents. Table 2-15 summarizes the students' perceptions of the importance of each of the goals.

TABLE 2-15

RANKING OF IMPORTANCE OF GOALS FOR A GOOD SCHOOL BY FORT LINCOLN STUDENTS

Goals	Very Important	Somewhat Important	Not Very Important	No Opinion
A good school makes a student want to get high grades	85.7%	8.9%	1.2%	4.3%
A good school teaches a student to take pride in himself & his work	85.3	9.3	2.7	2.7
A good school should offer students courses they are interested in, even if these courses are different from those in a standard school program	77.5	17.0	2.7	2.7
A good school should be able to provide a student with assistance when the student has personal problems.	75.6	14.7	4.6	5.0
A good school should have a low drop-out rate	72.1	13.2	8.5	6.2
A good school provides individual instruction to its pupils whenever necessary and possible	69.8	26.0	1.9	2.3
A good school should let students have a good deal of responsibility in running their own school	61.2	17.1	13.6	8.1

TABLE 2-15 (Cont.)

Goals	Very Important	Somewhat Important	Not Very Important	No Opinion
A good school makes teaching students how to read its most important job.	51.9%	37.6%	12.0%	3.5%
A good school has small classes	39.2	30.6	21.7	8.5
A good school gives parents a chance to participate in school activities	37.6	37.6	20.5	4.3

As table 2-15 indicates, all but two of the goals, small classes and parent participation, are considered very important by at least a majority of the students. The response patterns group themselves by the strength of the "very important" response. Besides the two items which received less than majority response on their particular importance, the "goals for a good school" can be grouped into three separate clusters.

The first cluster contains those things which the students overwhelmingly agree are very important goals for the schools. The students feel that the motivation for good grades and the teaching of student pride are the two most important goals for a school. About 85% of the students respond to each item in this manner.

A second cluster consists of items for which the responses of "very important" are spread through the 70th percentile. These goals include the offering of interesting courses, assistance with personal problems, and a low drop-out rate. Along with the first cluster of goals, the "not very important" responses on the items in this cluster are miniscule.

The third loosely organized cluster of goals is less homogeneous in response patterns. The response patterns, in fact, are so varied that considering these three remaining goals as a cluster is primarily useful for convenience and not for interpretation. The goals of providing individual instruction and allowing students responsibility in running their school receive student agreement on their importance by 69.8% and 61.2% respectively. Considerably more students, however, feel that allowing student responsibility is not an important goal than feel individual instruction is unimportant. 13.6% of the students indicate this as unimportant, while only 1.9% are so disposed to the goal of providing individual instruction. The third member of this "set" receives a bare majority assent on the ranking of primary importance with 51.9% agreeing. This goal was to assign primary importance to teaching students to read. 12% feel this goal is not very important.

The series of statements concerning the role of education policy vis-a-vis students, parents, and the community follow the section on school goals. The students were asked to indicate on their answer sheets whether they agreed strongly, agreed, disagreed strongly, disagreed, or had no opinion with each statement. Table 2-16 presents each statement and the frequency distribution of student responses for it. The statements are ranked according to how strongly the students agreed with them.

TABLE 2-16

Ranking of Agreement with Statements about School Policy and School Programs by Fort Lincoln Students

"A school program should be planned so that each student can move from grade to grade as quickly or as slowly as ability and progress allow."

Agree Strongly	Agree	Disagree	Disagree Strongly	No Opinion
48.4%	46.9%	0.8%	0.8%	3.1%

"The school should contain facilities that can be used by the people in the community as well as for school activities; for example, swimming pools, auditoriums and meeting rooms."

Agree Strongly	Agree	Disagree	Disagree Strongly	No Opinion
44.6%	43.8%	5.0%	1.9%	4.6%

"The school should keep parents informed about what their children are being taught."

Agree Strongly	Agree	Disagree	Disagree Strongly	No Opinion
38.8%	38.0%	10.5%	5.8%	6.6%

"A health clinic which is made available to everyone in the community should be located in each school."

Agree Strongly	Agree	Disagree	Disagree Strongly	No Opinion
36.4%	45.7%	9.7%	2.3%	5.8%

"The school should provide instruction to parents about how to help their children at home."

Agree Strongly	Agree	Disagree	Disagree Strongly	No Opinion
31.0%	42.6%	11.6%	8.9%	5.8%

"Older students should have the opportunity to tutor, or in other ways help younger children."

Agree Strongly	Agree	Disagree	Disagree Strongly	No Opinion
26.7%	51.6%	8.1%	6.2%	7.4%

TABLE 2-16 (Cont.)

"Instead of receiving report cards, students and teachers should have regular times when they get together to discuss what the student is learning."

Agree Strongly	Agree	Disagree	Disagree Strongly	No Opinion
24.4%	15.5%	27.5%	26.7%	5.8%

"The school should have a program for children beginning at age 3."

Agree Strongly	Agree	Disagree	Disagree Strongly	No Opinion
17.4%	34.1%	22.5%	17.1%	8.9%

"A good school should back up its teachers when the teachers discipline students."

Agree Strongly	Agree	Disagree	Disagree Strongly	No Opinion
15.5%	37.2%	17.4%	14.0%	15.9%

A total of only two students disagree at all with the idea that a student should move from grade to grade according to how well he progresses. Near unanimity also exists on the proposal to make school facilities available to the community at large.

In fact, a majority of the students at least agree with all but one of the statements reported in Table 2-16. Table 2-16, of course, shows that variance exists on the strength of student agreement and the presence of disagreement. Only about 40% of the students even agree with the proposal to replace report cards with periodic student-teacher conferences; also, some 27.5% strongly disagree with this idea. The table indicates, however, that the students who agree, agree rather strongly with the idea. Strong minorities disagree with only two of the statements. About 39% at least disagree with the pre-school proposal and 31% disagree that the schools ought to back up the teacher in the disciplining of students. The student responses do indicate, however, the considerable agreement which exists on each of these proposals as well.

After responding to the group of policy statements, the students were asked a series of questions concerned with the administration and curricula of the schools. Table 2-17 illustrates the direction of the student responses to these questions.

TABLE 2-17

Ranking of Responses to Questions on School Administration and Curricula by Fort Lincoln Students

"Do you think that schools should teach students about the dangers of drugs, alcohol, and smoking?"

Yes	No	Don't Know
96.9%	2.3%	0.8%

"Do you think schools should teach sex education?"

Yes	No	Don't Know
85.7%	7.7%	6.6%

"Do you think a school should provide advanced classes for students who learn more quickly than others?"

Yes	No	Don't Know
78.7%	14.3%	7.0%

"Do you think school facilities, such as gymnasiums, auditoriums, and meeting rooms, should be open to students on week nights and weekends?"

Yes	No	Don't Know
75.2%	15.9%	8.9%

"Do you think your student government should play a larger part in running your school?"

Yes	No	Don't Know
68.2%	16.7%	15.1%

"Do you think pupils should be allowed to have a say in choosing their own teachers?"

Yes	No	Don't Know
63.2%	30.2%	6.6%

TABLE 2-17 (Cont.)

"Do you think schools should hire teacher aides from the local community to assist teachers in the classroom?"

Yes	No	Don't Know
40.7%	40.3%	19.0%

"Do you think parents should participate in the hiring of teachers and other people who work in the schools?"

Yes	No	Don't Know
17.4%	67.4%	15.1%

"Do you think that the best teachers and smallest classes should go to the students who get the best grades or to the students who have the hardest time learning?"

Best Grades	Slow Learners	Should be the same	No Opinion
7.0%	51.5%	37.6%	3.9%

A large majority of students answered most of the questions in Table 2-17 affirmatively. The teaching of health-related subjects receives the most favorable responses. The questions on advanced classes, open school facilities, and stronger student government each receive highly favorable responses, with only a moderate percentage of negative answers. However, a fairly high percentage of students answer that they don't know whether or not their student government should play a larger part in running their school. A significant minority of 30% of the students disagree that they should be consulted on the hiring of teachers. A split occurs on the issue of hiring teacher aides. The highest number of "don't know's" resulted on this question.

The students are strongly opposed to parental participation in teacher hiring. A large number of students do not choose to answer this question either, but the feeling of most students seems obvious. The students are even more strongly opposed to alloting the best teachers and smallest classes to the best students. A total of 51.5% feel the slower learners should receive the best teachers while 37.6% of the students think the best teachers should be equitably distributed among all the students.

The students were next asked two questions used to indicate alienation; the questions investigating estrangement from the American social system and distrust of the American political system. On the estrangement indicator, 27.9% of the students answer that, yes, they would like to go settle in another country if they could. 57.4% of the students say they would not do so. On the distrust indicator, 26.7% of the students feel at least a good deal of trust and confidence in the political wisdom of the American people. 52.7% say they don't have very much trust in that wisdom, while 11.6% of the Fort Lincoln students don't feel they have any confidence in the American people at all. Table 2-18 shows the frequency distributions for the two alienation indicators.

TABLE 2-18

Responses to Alienation Indicators by Fort Lincoln Students

"If you were free to do so, would you like to go settle in another country?"

Yes	No	Don't Know
27.9%	57.4%	14.7%

"In general, how much trust and confidence do you have in the wisdom of the American people when it comes to making political decisions."

Great Deal	Good Deal	Not Very Much	None at All	Don't Know
9.3%	17.4%	52.7%	11.6%	8.9%

Table 2-19 contains the Fort Lincoln student ratings of the quality of their school. The responses were rather unfavorable, with 19.0% rating their school as poor, 39.1% rating the school as fair, and 41.1% of the students rating their school as either good or excellent.

TABLE 2-19

Rating of Quality of Neighborhood Schools by Fort Lincoln Students

"In general, how would you rate the quality of this school?"

Excellent	Good	Fair	Poor	Don't Know
6.6%	34.5%	39.1%	19.0%	0.8%

In responding to the question of the racial distribution of teachers, one student thought that most of the teachers in a predominantly black school should be white. 73.9% of the students felt either that the teacher's color did not matter or that the black and white distribution ought to be about half and half. Table 2-20 shows the responses on this question. A total of 25.3% of the students, however, did prefer that most or all of the teachers should be black.

TABLE 2-20

Preference of Race of Teachers in Schools by Fort Lincoln Students

"In a school in which most of the students are black, which of the following would you prefer?"

All teachers be black	Most teachers be black	About half and half	Most teachers be white	All be white	Doesn't Matter
11.3%	14.0%	24.5%	0.8%	0.0%	49.4%

The last two items on the questionnaire were open-ended questions asking the students to describe briefly what they felt to be one or two characteristics of a good teacher and a bad teacher. Table 2-21 presents the responses of the students and ranks the frequencies of those responses on the characteristics of a good leader.

TABLE 2-21

Ranking of Attributes of "A Good Teacher" for Fort Lincoln Students*

Characteristic	Total Students (N=258)	McKinley Sr. H.S. (N=86)	Langley Jr. H.S. (N=85)	Backus Jr. H.S. (N=86)
Understanding, Interest in students	44.2%	60.1%	30.6%	41.4%
Good attitude towards job	29.5	25.6	40.0	23.0
Ability to teach, communicate	26.0	37.2	22.4	18.4
Fairness, reasonable Expectations	13.9	11.6	10.6	19.5
Has good discipline	11.6	2.3	14.1	18.4
Has good qualifications, knows Subject matter	9.3	10.5	8.1	9.2
Firmness, seriousness	5.4	0.0	9.5	6.9
Relevant, flexible "tells it like it is"	3.8	5.8	0.0	5.7
One who helps slow learners	3.8	4.7	4.7	2.3

TABLE 2-21 (Cont.)

	Total Students	McKinley Sr. H.S.	Langley Jr. H.S.	Backus Jr. H.S.
Sense of humor	1.2%	0.0%	0.0%	3.4%
Good personal appearance	0.8	0.0	2.4	0.0

*Only items mentioned by at least two students per school are listed here.

Table 2-21 indicates that the characteristics in a teacher that 60.1% high school students most admire is the interest taken in students. The junior high school students also consider this an important attribute, but their responses are more dispersed in the other areas than are the responses of high school students. For example, few high school students feel maintenance of good discipline is a particularly valid indicator of a good teacher, while around 15% of the junior high students indicate discipline as the mark of a good teacher. Other teacher attributes frequently mentioned by both junior and senior high school students are having a good attitude toward teaching, and having the ability to teach.

The responses to the other open-ended question, on the characteristics of a bad teacher are presented in Table 2-22 below.

Even more than the "good teacher" responses, these student responses demonstrate strong differences between high school and junior high school students. Junior high students are much more concerned about poor teacher conduct, poor class discipline maintenance, and the failure of teachers to consider students as individuals, than are high school students. The McKinley students are considerably more concerned with the teacher's lack of commitment toward teaching, as well as a teacher's lack of interest and understanding in students. Both groups respond in nearly equal proportions that the lack of teaching ability makes a bad teacher. Backus Junior High students, however, volunteered this item much less frequently than did Langley Junior High students.

TABLE 2-22

Ranking of Attributes of 'A Bad Teacher" by Fort Lincoln Students*

	Total Students (N=258)	McKinley Jr. H.S. (N=86)	Langley Jr. H.S. (N=85)	Backus Jr. N.S. (N=87)
Faulty conduct; yells, swears	31.4%	15.1%	44.7%	35.3%
Bad attitude toward job, only here for money	24.7	40.7	17.6	16.1
Lack of understanding, interest in students, patience	19.4	27.9	10.6	18.4
Lacks teaching skills, lazy, no ability	17.0	20.9	22.4	8.0
Doesn't treat pupils as people individuals	16.7	10.4	17.6	21.8
Has bad discipline	14.3	5.8	20.0	18.4
Personality and/or home problems affect work	10.5	14.0	7.1	10.3
Has "pets"	5.5	3.5	7.1	5.7
Personal prejudice, paternalism	5.0	10.4	0.0	4.6
Self-centered person	3.9	8.3	2.4	0.0
Gives too much homework	3.9	2.3	2.4	6.9

TABLE 2-22 (Cont.)

	Total Students (N=258)	McKinley Jr. H.S. (N=86)	Langley Jr. H.S. (N=85)	Backus Jr. H.S. (N=87)
Too young, inexperienced	3.1	[illegible].7	0.0	[illegible].6
Excessive absence, tardiness	2.7	5.8	0.0	2.3
Too old	2.7	3.5	2.4	2.3
Tattles to parents, principal	2.3	0.0	3.5	3.4
Lack of professional qualifications, education	1.6	4.7	0.0	0.0

*Only two items mentioned by at least two students per school are listed here.

C. Comparison of Adult Sample and Student Sample Responses:

This subsection of the report will discuss the basic similarities and differences between the response patterns of the Fort Lincoln adult respondents and the Fort Lincoln student respondents. The comparisons will be made on the basis of general response patterns in the survey data which are presented for adults and students in the tables in Section II-A and II-B of this report. The primary comparisons which will be made will concern the strength of the feeling of responses, the direction (positive or negative) of the responses, and the similarity of clustered response patterns for each sample.

1. Subject Matter Differences:

The initial set of attitudes in the Fort Lincoln instruments concerns some selected subjects commonly taught in the public schools. Tables 2-1 and 2-12 contain the distribution of adult responses and student responses for these subjects. The most apparent conclusion arising from the comparison of adult and student responses is that Fort Lincoln adults feel considerably stronger about the importance of most educational subjects than do students in the Fort Lincoln area.

This difference between the adult sample and the student sample is made by comparing the average percentage of respondents in each response category. An average of 34% more adults than students feel that it is very important to offer these subjects in the public schools. Approximately 21% more students than adults feel that it is somewhat important to offer these subjects. The distinction between the "very important" response category and the "somewhat important" category provides the basis of comparison concerning the strength of opinion on this series of questions. The adults are considerably more convinced of the substantial importance of the subjects than are students, although large majorities of both samples consider most items to be relatively important. There is a greater tendency, however, for students to consider the subjects unimportant than for adults to do so. An average of 8% more students indicate that they feel the subjects are unimportant. Thus, while the direction of the responses is clearly toward importance, the students are not as positively oriented in that direction as are the adults.

Two exceptions exist in noting the strength of the difference between adults and students. The differences are considerably smaller between adults and students on the questions concerning Mathematics and English. A total of 10.6% more adults feel English is very important and 5.6% more adults feel Mathematics is very important. The differences on the other thirteen subjects range from 15% to 45% in the direction of adult preferences of importance.

2. Extra-curricular activities:

The second set of items to which each sample was asked to respond is a list of typical extra-curricular activities. In general, the adults are also more favorably disposed to these extra-curricular activities than are the students. For eight of the ten activities, the adults average a 20% greater interest rate on the "very important" category.

There are two exceptions to this trend. The first item concerns fund drives on which the student response is 21% more favorable than the adult response. The second item is school dances, which students are more disposed than adults to consider important by a rather small margin of 8.4%. (See Tables 2-2 and 2-13 for this data).

3. Problems in Neighborhood Schools:

The next series of items which the two samples were asked to respond to was as a series of items on potential problems in neighborhood schools. On the entire group of ten "problem" items which were common to both surveys, the adults on the average are 7% more likely than the students to feel the problems are serious in nature. For one group of problems, however, the reverse holds true. A total of 12.7% more students than adults believe the inadequacy of school lunch programs is a serious problem. About 7.5% more students than adults rate the poor quality of teachers and outside interference in the running of schools to be serious problems. The students also feel that a school's distance from a student's home is a more serious problem than do the adults.

A second group of problems elicits responses in which adults rank the problems as considerably more serious than do students. The principle example of this group of items is the 41% difference which exists between adults and students on the issue of the seriousness of overcrowded schools. This problem is the most salient of all those presented for the adults, but it ranks well down the list of problems as far as students are concerned. Adults are also much more concerned than students about permitting teachers to teach classes the way they see fit (20.2% more serious for adults), the problem that students don't learn enough (19.5% more serious for adults) and the problem of poor discipline of students (19.4% more serious for adults).

A third group of problems consists of those on which adult and student responses are similar. Adults are slightly more likely to consider the lack of enough different courses as a serious problem while no difference exists among those few students and adults who consider the over-emphasis of sports to be a serious problem. (See Tables 2-3 and 2-14 for this data).

4. Goals for a Good School System:

The questions regarding goals for a good school can be divided into three groups for comparing student and adult responses. Group one consists of the questions of making students want to get good grades and teaching a student to take pride in himself; on these questions there is no real difference in the adult and student response patterns.

Group two consists of two items which the students consider much more important goals than do the adults. These questions relate to interesting courses and greater student responsibility. Students place interesting courses in the very important column 77.5% of the time while adults place this item in the very important column only 60.0% of the time. The student margin, then, is 17.5% on this item. On the question of increased responsibility for students, 61.2% of the students, but only 29.6% of the adults consider this to be a very important goal. In addition, 25.2% of the adults consider this not important, while only 13.6% of the students give a not important rating to this item.

The third group of six items are all items on which the adults consider the goal in question to be substantially more important than do the students. The average advantage in the "very important" column of adults over students is almost 29% on these items. The items on which a substantially greater proportion of adults answer "very important" than do students include:

small classes, learning to read as the most important school goal, parental participation, getting individual instruction when needed, giving students assistance with their problems and maintaining a low dropout rate. (See Tables 2-4 and 2-15 for this data).

5. School Policies and Programs:

The Fort Lincoln students and adults respond differently to some of the statements about school policy and school programs which are presented in the next series of questions. A total of 20.2% more students than adults agree strongly with opening school facilities to the whole community. Students agree strongly with the idea of community health clinics within the schools by a margin of 15.4% over adults. The students are not as enthusiastic as adults about schools backing up teachers when they discipline students; 23.8% more adults than students agree strongly with this item while 18% more students than adults disagree with this statement.

Students are also more receptive to substituting student-teacher conferences for report cards than adults are to replacing report cards with parent-teacher conferences. Although the type of conference proposed to students differs from that proposed to adults, 16.2% more students than adults favor, it seems, the concept of eliminating the standard report cards in favor of periodic conferences. The students and adults do not differ widely in their responses to the other statements on school policy and programs. (See Tables 2-5 and 2-16).

6. Other Differences:

The responses of the adults and students also vary on two of the questions asked about school administration. The adults, by a 40% margin, are considerably more in favor of using community teacher aides in the schools than are students. A total of 10.8% of the students, though, have no opinion about the teacher aides. Students widely support having a student voice in the hiring of teachers. Some 50.6% more students than adults favor this item. Adults are not any more favorably disposed toward parent participation in the hiring of teachers, however. In fact, a larger percentage of adults than students oppose the idea of parent's participating in hiring teachers. The adults and students do not differ on their response to schools teaching about the dangers of drugs, alcohol, and smoking; about courses in sex education; or about the availability of advanced classes for fast learners.

The students in the Fort Lincoln area appear to be considerably more alienated than the adults. On both measures of alienation - estrangement and distrust - the students more frequently respond in the direction of alienation. When asked if they would like to move to another country; 18.3%

more of the students than adults answer positively and 27.0% more adults than students answer negatively. There appears, therefore, to be substantial evidence of estrangement from the social system among students. This is even stronger evidence that the Fort Lincoln adults do not feel particularly estranged from society. The students are also much more distrustful of the political wisdom of the American people than the adults. The adults, in fact, seem to have a considerable degree of confidence in the decision-making ability of the American people. The adult and student response patterns to the distrust question are nearly diametrically opposed. A total of 40% more of the adults have either a great deal or a good deal of trust in the system while 38.2% more of the students than adults have either not very much trust or no trust at all in the political system, as measured by this question. (See Tables 2-7 and 2-18 for this data).

The Fort Lincoln adults are also less critical of the quality of neighborhood schools than are the students. About 11% fewer students than adults consider the schools to be excellent or good. At the opposite end of the scale, 11.6% more students consider the schools to be poor. (See Tables 2-8 and 2-19).

More students than adults feel that the race of a teacher in a generally black school does not matter. More adults feel the ratio of black teachers to white teachers ought to be about half white and half black. The data on the preference of a teacher's race (see Tables 2-9 and 2-20) show that from 20% to 25% of both the adult and student samples evidence a degree of black awareness by indicating a preference that all or mostly all of the teachers in black schools be black themselves. A total of 8% more students than adults prefer to have all the teachers be black.

The responses in Tables 2-10 and 2-21 show that adults think academic qualifications and teacher ability are particularly reliable indicators of a good teacher. A total of 8.8% more adults than students mention the ability to teach as the mark of a good teacher, while 17.5% more adults mention the professional qualifications of a teacher as a sign of his value. Students are more likely than adults to concentrate upon a teacher's fairness and flexibility with students. Both adults and students agree that an understanding of and interest in students are particularly important qualities of a good teacher. The two groups also agree that dedication and sincerity are basic qualities of a good teacher.

Very few adults mention poor conduct as characteristic of bad teachers, but 31.4% of the students (the highest percentage for any characteristic mentioned), mention this as sign of a poor teacher.

Adults are more likely to mention the lack of teacher's understanding and patience with students as a problem. Adults also are more likely to think that a lack of professional qualifications is more important than do the students. (See Tables 2-11 and 2-22 for this data).

PART III

SUB SAMPLE DIFFERENCES IN RESPONSE PATTERNS

The following section will analyze statistically significant differences in response patterns for both the adult and student samples when attitudinal patterns are cross tabulated with key demographic characteristics. For the adult sample, differences have been tested between all attitudinal variables and the following demographic variables: sex, estimate of socio-economic status, education, age, length of residence, and whether or not the respondents are parents of children 18 or under. For the student sample, all attitudinal variables have been compared with three demographic variables: sex, grade (junior high vs. high school), and age.

Only significant differences will be reported; dependent variables which are not reported can be considered to have shown no basic difference when compared to the demographic variable in question.

A. The Adult Sample

(1) Sex Differences:

Some moderate differences were observed between males and females on their reactions to the importance of the list of subjects taught in public schools. The items on which significant differences were observed are listed in Table 3-1.

TABLE 3-1

THE IMPORTANCE OF SELECTED SCHOOL SUBJECTS TO FORT LINCOLN ADULTS, BY SEX

	MALES (N=68)			FEMALES (N=67)		
Subject	Very Important	Somewhat or Unimportant	No Opinion	Very Important	Somewhat or Unimportant	No Opinion
Science Courses	86.8%	11.8%	1.5%	76.1%	19.4%	4.5%
Cooking, Sewing, etc.	57.4	39.7	2.9	76.1	23.9	-
Typing	58.8	39.7	1.5	76.1	23.9	-
Music and Art	39.7	58.8	1.5	55.2	44.8	-

As can be seen above, Fort Lincoln males are somewhat more inclined than females to consider science courses very important and generally less inclined to consider such auxiliary courses as domestic arts, typing and music as being very important.

A similar difference of emphasis between males and females can also be seen on the questions relating to the importance of selected extra-curricular activities. In such cases, males were less inclined to attach importance to these activities than females. These differences are shown in Table 3-2.

TABLE 3-2

THE IMPORTANCE OF SELECTED EXTRA-CURRICULAR ACTIVITIES TO FORT LINCOLN ADULTS, BY SEX

Activity	MALES (N = 68) Very Important	MALES (N = 68) Somewhat Important	MALES (N = 68) Not Important or Undesirable	FEMALES (N = 67) Very Important	FEMALES (N = 67) Somewhat Important	FEMALES (N = 67) Not Important or Undesirable
School Band	43.9%	43.9%	12.1%	62.1%	34.8%	3.0%
Picnics, Social Events	43.9	34.8	21.2	59.7	29.9	10.4
Singing Groups, Chorus	28.8	56.1	15.2	43.9	45.5	10.6
Craft & Hobby Groups	45.5	45.5	9.1	58.2	37.3	4.5

The third set of differences between Fort Lincoln males and females comes on two questions relating to problems facing neighborhood schools. Females are more inclined to think that there might be an over-emphasis on sports (32.8% to only 11.8% of the males). In addition, females are also inclined to agree that a lack of variety in course offerings exists in neighborhood schools. A total of 50.7% of the females agree that this is a problem and another 20.9% think it might be a problem; only 35.3% of the males think a lack of courses is a serious problem, while another 17.6% feel it might be a problem or say they don't know.

Two of the questions concerning the goals of a good school show differences between males and females. Females are more inclined to think that adult programs are very important (76.9% to 62.1% of the males). Females also react more favorably to the concept of giving students more responsibility for running their school. A total of 38.3% of the females feel this is a very important goal, 36.7% feel it is somewhat important, and 25.0% think it is not very important. Among males, 25.8% feel student responsibility is a very important goal, 45.5% feel it is somewhat important, and 28.8% feel it is not a very important goal.

The final difference among males and females in Fort Lincoln comes on the question of substituting parent-teacher conferences for report cards. While the vast majority of adults are opposed to this idea, about a third of the women (32.8%) versus only about one-eighth of the men (12.5%) agree that such a change in school policy is desirable.

(2) Interviewer Perceptions of Socio-Economic Groupings:

A second set of significant differences to a number of items in the adult schedule can be noted when the respondents are divided according to the interviewer's estimate of the respondent's socio-economic group. For the purpose of analysis, the sample has been divided into one group for poverty and lower middle income respondents (referred to here as lower income), one group of middle income, and one group of upper middle and upper income respondents (referred to here as upper income).

The first difference by perceived income groupings is found on the importance attached to certain school subjects. On the questions concerning history and civics, foreign languages, and music and art, increasing importance is attached to the subject as respondent income increases. This can be seen in Table 3-3.

A second difference among income groupings can be seen on certain questions relating to extra-curricular activities. Again, on each of the six activities listed in Table 3-4, an increase in importance is found as perceived income group increases.

Two of the "problems" posed in Question #10 are perceived in different ways according to income groupings. In both cases -- lacking courses and an inadequate lunch program -- the problem is perceived as being most serious by lower income respondents and least serious by upper income respondents. The results for these two items can be seen in Table 3-5.

TABLE 3-3

THE IMPORTANCE OF SELECTED SCHOOL SUBJECTS TO FORT LINCOLN ADULTS, BY PERCEIVED SOCIO-ECONOMIC GROUPINGS

	Lower Income (N = 44)			Middle Income (N = 75)			Upper Income (N = 16)		
Subject	Very Important	Somewhat or Unimportant	No Opinion	Very Important	Somewhat or Unimportant	No Opinion	Very Important	Somewhat or Unimportant	No Opinion
Civics, American Government	56.8%	40.9%	2.3%	81.3	14.7%	4.0%	100%	–	–
History	68.2	29.5	2.3	85.3	13.3	1.3	87.5	12.5	–
Foreign Languages	29.5	70.5	–	44.0	52.0	4.0	50.0	43.7	6.2
Music & Art	29.5	70.5	–	54.7	44.0	1.3	62.5	37.5	–

TABLE 3-4

THE IMPORTANCE OF SELECTED EXTRA-CURRICULAR ACTIVITIES TO FORT LINCOLN ADULTS, BY PERCEIVED SOCIO-ECONOMIC GROUPINGS

	Lower Income (N = 44)			Middle Income (N = 75)			Upper Income (N = 16)		
	IMPORTANCE			IMPORTANCE			IMPORTANCE		
Activity	Very	Somewhat	Not	Very	Somewhat	Not	Very	Somewhat	Not
Singing Groups, Chorus	22.7%	63.6%	13.6%	41.1%	45.2%	13.7%	53.3%	40.0%	6.7%
Craft & Hobby Groups	39.5	53.5	7.0	54.1	37.8	8.1	75.0	25.0	–
School Band	43.2	47.7	9.1	52.8	38.9	8.3	81.2	18.7	–
Field Trips	56.8	43.2	–	73.0	27.0	–	75.0	25.0	–
Basketball	56.8	43.2	–	73.0	27.0	–	75.0	25.0	–
Football	59.1	40.9	–	72.6	27.4	–	75.0	25.0	–

TABLE 3-5

THE SERIOUSNESS OF SELECTED PROBLEM AREAS AS SEEN BY

FORT LINCOLN ADULTS, BY PERCEIVED SOCIO-ECONOMIC GROUPINGS

	Lower Income (N = 44)			Middle Income (N = 75)			Upper Income (N = 16)		
Problem Area	Serious	Not Serious	Maybe, Don't Know	Serious	Not Serious	Maybe Don't Know	Serious	Not Serious	Maybe Don't Know
Not Enough Courses	47.7%	36.4%	15.9%	42.7%	38.7%	18.7%	31.2%	37.5%	31.2%
Inadequate Lunch Program	59.1	27.3	13.6	44.0	34.7	21.3	31.2	43.7	25.0

One basic difference among income groupings is discovered in examining the series of school "goals". Lower income respondents are inclined to see parental participation as very important (54.5%), middle income respondents next most likely (76.1%) and upper income respondents most likely (87.5%) to see parental participation as a very important goal.

On the question of substituting parent-teacher conferences for report cards, there is general disagreement among lower and middle income respondents (78.0% of lower income and 83.1% of middle income respondents disagree), while upper income respondents are split 50-50 on the question. Lower and middle income respondents are also more inclined to support the contention that the Fort Lincoln schools should be part of the D.C. School System (81.1% and 78.7% agreeing) while upper income respondents are split 58.3% for continuing with the D.C. System and 41.7% for a separate school system.

Finally, a difference can be seen on the question of how good the schools in the Fort Lincoln area are at present. Of the lower income respondents only 51.2% rate them as excellent or good; 57.1% of the middle income respondents rate the schools as excellent or good, and 71.4% of the upper income group rate the schools as such.

(3) Educational Background:

Certain differences are noted for respondents with different degrees of formal education. Those with less formal education see poor quality teachers, outside interference in running the schools, and failure to let teachers run their classes as being more serious problems than do those with more education. These results are shown in Table 3-6.

TABLE 3-6

THE SERIOUSNESS OF SELECTED PROBLEM AREAS AS SEEN BY FORT LINCOLN ADULTS, BY EDUCATION*

Problem Area	Less Than High School (N = 33)		High School (N = 42)		Some College (N = 18)		College Graduate (N = 33)	
	Serious Problem	Not Serious	Serious Problem	Not Serious	Serious Problem	Not Serious	Serious Problem	Not Serious
Poor Quality Teachers	63.6%	36.4%	57.1%	42.9%	22.2%	77.8%	39.4%	60.6%
Outside Interference	51.5	50.0	50.0	50.0	22.2	77.8	36.4	63.6
Teacher Control of Classroom	66.7	33.3	59.5	40.5	44.4	38.9	48.5	51.5

*Education categories not available for nine respondents.

On the questions relating to desirable school goals, the less educated respondents are more inclined to consider offering courses which students are interested in to be very important than their better educated neighbors. On the other hand, the less educated see parental participation as being less important than do the more educated respondents. These results are shown in Table 3-7.

Two other educational differences are worth noting here. On the question relating to substituting parent conferences for report cards, there is a generally unfavorable response on the part of all respondents lacking a college diploma; 84.4% of those with less than a high school education oppose this, 81.6% of the high school graduates oppose it and 94.1% of those with some college oppose the idea. There is a fairly even split, however, among college graduates on this question with 45.2% supporting the idea and 54.8% opposing it.

On the question of Fort Lincoln schools being made a part of, or being kept separate from the D.C. system, there is a general feeling on the part of all, regardless of education, that the system should be part of the D.C. system. A total of 84.4% of those with less than a high school education, 87.9% of those with a high school education and 78.6% of those with some college agree with this contention. Only 60.0% of the college graduates, however, support this contention with 40.0% calling for a separate system.

TABLE 3-7

THE IMPORTANCE OF SELECTED GOALS FOR A GOOD SCHOOL AS SEEN BY FORT LINCOLN ADULTS, BY EDUCATION*

	Less Than High School (N = 33)		High School (N = 42)		Some College (N = 18)		College Graduate (N = 33)	
	IMPORTANCE		IMPORTANCE		IMPORTANCE		IMPORTANCE	
Goal	Very	Somewhat, or Not	Very	Somewhat, or Not	Very	Somewhat, or Not	Very	Somewhat, or Not
Courses that Interest Students	72.7%	27.3%	65.0%	35.0%	47.1%	52.9%	54.8%	45.2%
Chance for Parents to Participate	53.1	46.9	75.6	24.4	70.6	29.4	78.1	21.9

*Education categories not available for nine respondents.

(4) Perception of Age Differences:

A minimal number of differences in response are found to exist across perceived age groupings. For the purposes of analysis, the interviewer's estimates of each respondent's approximate age are grouped into four (4) categories:

Category 1 - consists of all respondents below 30.

Category 2 - consists of all respondents 30-39.

Category 3 - consists of all respondents 40-49.

Category 4 - consists of all respondents 50 and above.

Two of the subject items in question #8 are found to differ according to age groups. Civics and American Government receive overwhelming ratings of very important from the youngest respondents (85.7% responding very important). This rating decreases to approximately 77% for both the 30-39 and 40-49 group and finally to only 60% for the group 50 and over. On the Music and Art item, only 14.3% of the youngest group feel this to be a very important subject. The most favorable responses come from the 30-39 group, 58.8% of whom give Music and Art a rating of very important. A total of 49.0% of the 40-49 group and only 35.0% of the 50 and over group rank Music and Art as being very important.

The only other substantive difference by age groupings comes on the question of whether or not offering enough courses [illegible] a serious problem in neighborhood schools. A total of 57.1% of the youngest group felt this is a serious problem; the percentages fall off to 49.0% for the 30-39 group, 40.8% for the 40-49 group and 25.0% for the 50 and over group.

It is interesting to note that on responses to the question relating to trust in the political system and the question relating to how good neighborhood schools are, definite differences according to age groupings are seen. Since both of these items have been included for possible further analysis as independent variables, it is interesting to note their relationship to age at this time. The relationship between trust in the system and age, as shown in Table 3-8, shows that the least confidence is found among the youngest and the oldest respondents.

TABLE 3-8

PERCEPTION OF TRUST IN THE AMERICAN POLITICAL SYSTEM FOR FORT LINCOLN ADULTS, BY ESTIMATED AGE GROUPS

	Degree of Trust (N=135)		
Age Group	Great Need	Good Need	Not Much or None
Below 30	–	42.9%	57.1%
30 - 39	23.5%	49.0	27.5
40 - 49	18.4	51.0	30.6
50 and above	5.0	55.0	40.0

Similar to political trust, there is a substantial difference among the different age groups to the perceived quality of neighborhood schools, as shown in Table 3-9. As with trust, satisfaction with the schools is most prevalent among the two middle-aged groups and least prevalent among the old and the young.

TABLE 3-9

RATING OF QUALITY OF NEIGHBORHOOD SCHOOLS FOR FORT LINCOLN ADULTS, BY ESTIMATED AGE GROUPS

	Quality of Schools (N=135)	
Age Group	Excellent or Good	Fair or Poor
Below 30	27.3%	72.7%
30 - 39	68.6	31.4
40 - 49	55.6	44.4
50 and above	41.2	58.8

(5) Length of Residence in Fort Lincoln:

A few basic differences are found among Fort Lincoln adults according to the length of time they have lived in the Fort Lincoln neighborhood. For the purposes of analysis, residents are divided into those living in the Fort Lincoln area for less than a year (N = 10), those living

Differences can also be seen among short-term and long-term residents on the importance of two "goals" questions. Short-term residents consider both offering interesting courses and giving parents a chance to participate to be more important than long-term residents. These results are shown in Table 3-11.

TABLE 3-11

THE RANKING OF IMPORTANCE OF SELECTED GOALS FOR A GOOD SCHOOL FOR FORT LINCOLN ADULTS, BY LENGTH OF RESIDENCE

	Length of Residence					
	Under 1 Year (N = 10)		1 - 5 Years (N = 23)		5 Years or More (N = 102)	
Goal	Very	Somewhat, or Not	Very	Somewhat, or Not	Very	Somewhat, or Not
Interesting Courses	70.0%	30.0%	77.3%	22.7%	58.2%	41.8%
Parental Participation	80.0	20.0	81.8	18.2	66.7	33.3

The only other item on which length of residence proves to be important in discriminating among Fort Lincoln adults is on the question of whether faster or slower learners should get the best teachers. On this question, the very new residents (under a year) overwhelmingly are in favor of the best teachers going to slow learners (80.0%) with only 20.0%

feeling that such a distinction should not be made. Of the rest of the respondents, 52.1% of those living in the area from 1 - 5 years and 62.2% of those living in the area over five years make similar observations:

(6) Parents Versus Non-Parents:

The last comparison that will be made among adults concerns the comparison of the 98 parents of children 18 or below (school age or future school age) with the 37 respondents who are not parents of children 18 or below.

The first differences for these two groups are noted on the response to the importance of certain school subjects. In each case the parents considered the subject in question to be more important than the non-parents. The results for the significant subject differences are repeated in Table 3-12.

Similar results are found on the series of items relating to extra-curricular activities. In each case parents considered the activity more important than non-parents. The results for these items are found in Table 3-13.

Three of the proposed "problems" in neighborhood schools also show different response patterns for parents and non-parents. In each case the parents considered the problem to be more serious than the non-parents. The results for these questions can be found in Table 3-14.

TABLE 3-12

THE IMPORTANCE OF SELECTED SCHOOL SUBJECTS TO FORT LINCOLN ADULTS, PARENTS VERSUS NON-PARENTS

	Parents (N = 98)			Non-Parents (N = 37)		
	IMPORTANCE			IMPORTANCE		
Subject	Very	Somewhat, or Not	No Opinion	Very	Somewhat, or Not	No Opinion
History	82.7%	16.3%	1.0%	73.0%	24.3%	2.7%
Typing	74.5	25.5	---	48.6	48.6	2.7
Music & Art	54.1	45.9	---	29.7	67.6	2.7
Foreign Languages	44.9	54.1	1.0	27.0	64.9	8.1

TABLE 3-13

THE IMPORTANCE OF SELECTED EXTRA-CURRICULAR ACTIVITIES TO FORT LINCOLN ADULTS, PARENTS VERSUS NON-PARENTS

	Parents (N = 98)		Non-Parents (N = 37)	
Activity	Very Important	Somewhat, or Not	Very Important	Somewhat, or Not
Field Trips	71.4%	28.6%	58.3%	41.7%
Basketball	71.4	28.6	58.3	41.7
Football	71.1	28.9	61.1	38.9
Picnics, Social events	56.1	43.9	40.0	60.0
Singing groups, chorus	41.8	58.2	20.6	79.4
School Dances	35.1	64.9	22.9	77.1

TABLE 3-14

THE SERIOUSNESS OF SELECTED PROBLEM AREAS AS SEEN BY FORT LINCOLN ADULTS, PARENTS VERSUS NON-PARENTS

	Parents (N = 98)		Non-Parents (N = 37)	
Problems	Serious	Not Serious	Serious	Not Serious
Overcrowded Schools	95.9%	4.1%	81.1%	18.9%
Children don't learn enough	76.5	23.5	62.2	37.8
Inadequate lunch Program	50.0	50.0	40.5	59.5

Three of the suggested goals for a good school system also draw different responses for parents and non-parents. Parents consider making classes interesting, keeping classes small, and giving students more responsibility for their school each to be a more important goal than do non-parents. The results for these items can be seen in Table 3-15.

TABLE 3-15

THE IMPORTANCE OF SELECTED GOALS FOR A GOOD SCHOOL, BY FORT LINCOLN ADULTS, PARENTS VERSUS NON-PARENTS

	Parents (N = 98)		Non-Parents (N = 37)	
Goal	Very Important	Somewhat, or Not	Very Important	Somewhat, or Not
Small classes	91.7%	8.3%	76.5%	23.5%
Interesting courses	65.6	34.4	52.9	47.1
Student responsibility	36.6	63.4	18.2	81.8

One other attitude item produces a substantial difference of opinion between parents and non-parents. When asked whether slow learners should get the best teachers, only 54.7% of the parents said "yes" while 82.4% of the non-parents agreed with this choice.

Two other differences are worth noting in conclusion. On both the questions relating to trust in the political system and the question of rating the quality of neighborhood schools, a difference between parents and non-parents is noted. A total of 43.2% of the non-parents and only 29.6% of the parents expressed little or no confidence in the wisdom of the American people in making political decisions. In addition, 62.5% of the parents, but only 37.9% of the non-parents, rate neighborhood schools as either excellent or good.

B. The Student Sample

Significant differences for the student sample are reported for three variables in this section: sex, grade and age. Age differences are only reported where they differ from grade differences, since these two variables are obviously highly related.

(1) Sex Differences:

Male and female students are found to rate four extra-curricular items differently. Males consider football and basketball to be more important than females while females consider singing groups and chorus as well as parent-teacher meetings to be more important than males. These comparisons are reported in Table 3-16 below.

TABLE 3-16

THE IMPORTANCE OF SELECTED EXTRA-CURRICULAR ACTIVITIES FOR FORT LINCOLN STUDENTS, BY SEX

	MALES (N=120)			FEMALES (N=136)		
Activity	Very Important	Somewhat Important	Not Important Undesirable	Very Important	Somewhat Important	Not Important Undesirable
Football	54.3%	41.4%	4.3%	40.8%	48.5%	10.8%
Basketball	53.0	41.0	6.0	45.9	45.9	8.1
Singing groups Chorus	20.2	57.0	22.8	32.0	52.3	15.6
Parent-teacher Meetings	48.6	27.9	23.4	63.4	18.7	17.9

Male and female students also differ in their reaction to two of the "problems" posed for neighborhood schools. Male students consider both overcrowding and teachers not being able to run their own classes as being more serious problems than do female students. These results are reported in Table 3-17.

TABLE 3-17

THE SERIOUSNESS OF SELECTED PROBLEM AREAS FOR FORT LINCOLN STUDENTS, BY SEX

	MALES (N=120)			FEMALES (N=136)		
	Serious Problem	Not Serious	Maybe, Don't Know	Serious Problem	Not Serious	Maybe, Don't Know
Overcrowded Schools	60.8%	32.5%	6.7%	41.9%	51.5%	6.6%
Teachers not allowed to control classes	44.2	40.0	15.8	30.9	50.6	12.5

A third area of disagreement between male and female students comes on three questions relating to the administration of the school. Male students are more positively oriented toward students playing a role in hiring their teachers while females are more positive on the use of teacher aides and on an expanded role for student government in the schools. These results can be seen in Table 3-18.

TABLE 3-18

THE IMPORTANCE OF SELECTED ITEMS RELATING TO ADMINISTRATIVE CONTROL OF THE SCHOOLS BY FORT LINCOLN STUDENTS, BY SEX

	MALES (N=120)			FEMALES (N=136)		
Question	Yes	No	Don't Know	Yes	No	Don't Know
Student voice in hiring teachers	70.8%	21.7%	7.5%	57.4%	36.8%	5.9%
Use of Teacher aides	35.8	45.8	18.3	44.9	36.0	19.1
Larger role for student government	65.8	20.8	13.3	71.3	11.8	16.9

Students differ by sex on other attitudinal items. On the general alienation question (would you settle in another country), males are more inclined to answer yes than females (30.8% to 25.0% yes; 52.5% to 61.8% no). On the question relating to black awareness in public schools (race of teachers in a predominantly black school), 34.2% of the males support most or all black teachers while only 16.9% of the females do the same. A total of 58.1% of the girls say color makes no difference among teachers but only 40.0% of the males answer this question of black awareness in this fashion.

(2) Grade Differences - Junior High versus High School Students:

The first group of differences between junior high and high school students exists on their reactions to the importance of selected extra-curricular activities. Junior high students consider fund drives, parent-teacher meetings, field trips, and singing groups to be more important than senior high students. Senior high students, on the other hand, consider basketball, football and the school band to be more important than do junior high students. The results for the significant differences on extra-curricular activities can be seen in Table 3-19.

TABLE 3-19

THE IMPORTANCE OF SELECTED EXTRA-CURRICULAR ACTIVITIES FOR FORT LINCOLN STUDENTS, BY GRADE

	JUNIOR HIGH SCHOOL (N=172)			HIGH SCHOOL (N=86)		
Activity	Very Important	Somewhat Important	Not important or Undesirable	Very Important	Somewhat Important	Not important or Undesirable
Fund Drives	66.7%	23.8%	9.5%	42.0%	50.6%	7.4%
Parent-Teacher Meetings	60.6	19.4	20.0	47.5	31.2	21.2
Field Trips	58.6	31.4	10.1	40.5	41.7	17.9
Singing Groups	30.1	53.0	16.9	17.9	59.0	23.1
Basketball	40.9	50.3	8.8	65.1	28.9	6.0
Football	37.6	52.1	10.3	65.1	31.3	3.6
School Band	35.7	50.9	13.5	70.7	26.8	2.4

It is interesting to note that a substantial minority of both junior high and high school students consider parent-teacher meetings and singing groups to be not important or undesirable activities. About one-fifth of the respondents in both junior and senior high schools give such an indication.

A second group of items on which junior and senior high students show substantial disagreement is on the series of proposed "problems" in neighborhood schools. Junior high students consider the following problems to be more serious than senior high students: poor discipline, an inadequate school lunch program, outside interference, schools run for the benefit of parents and not students, and teachers not being allowed to run classes as they see fit. Senior high students, on the other hand, consider insufficient courses, overcrowded schools, students not learning enough and poor quality teachers to be a greater problem than do junior high students. These comparisons can be seen in Table 3-20.

One major difference between junior high and senior high students can be noted on the question of substituting student-teacher conferences for report cards. On this question only 33.7% of the junior high students agree while 62.8% disagree. Among senior high students, 52.3% agree and 37.2% disagree with the proposal. A total of 3.5% of the junior high respondents and 10.5% of the senior high students have no opinion on this question.

TABLE 3-20

THE SERIOUSNESS OF SELECTED PROBLEM AREAS FOR FORT LINCOLN STUDENTS, BY GRADE

Problem	Serious Problem	Not Serious	Don't Know Maybe	Serious Problem	Not Serious	Don't know Maybe
Poor Discipline	71.5%	20.9%	7.6%	47.7%	48.8%	3.5%
Inadequate Lunch Program	64.5	32.0	3.5	51.2	38.4	10.5
Outside Interference	58.7	30.2	11.0	36.0	46.5	17.4
Schools Run for Parents	58.1	30.8	11.0	41.9	39.5	18.6
Teachers Can't Run Classes	45.3	44.8	9.9	22.1	55.8	22.1
Lack of Courses	32.0	59.3	8.7	52.3	40.7	7.0
Overcrowded Schools	46.5	44.8	8.7	59.3	37.2	3.5
Students Don't Learn Enough	48.3	45.9	5.8	62.8	24.4	12.8
Poor Quality Teaching	48.8	43.6	7.6	69.8	22.1	8.1

Another series of disagreements, however, can be noted on three questions relating to school policy-making. Senior high students are substantially more favorably disposed to a larger role for student government and a student voice in hiring teachers. Junior high students, on the other hand, are more inclined to support parents playing a role in hiring teachers than are senior high students. The results for these items can be seen in Table 3-21

TABLE 3-21

THE IMPORTANCE OF SELECTED SCHOOL POLICY DECISIONS FOR FORT LINCOLN STUDENTS, BY GRADE

	JUNIOR HIGH (N=172)			SENIOR HIGH SCHOOL (N=86)		
Policy Question	Yes	No	Don't Know	Yes	No	Don't Know
Parent Role in Hiring Teachers	22.1%	62.2%	15.7%	8.1%	77.9%	14.0%
Student Role in Hiring Teachers	52.3	41.3	6.4	84.9	8.1	7.0
Larger Role for Student Government	62.2	20.9	16.9	80.2	8.1	11.6

Junior High School and High School students also respond differently to the items on political trust and the quality of their schools. A total of 68.0% of the junior high school students indicated they feel little or no trust in the political system; a whopping 83.7% of the high school students feel the same way. On the other hand, only 31.7% of the junior high students rate their school excellent or good, while 60.4% of the high school students answer in this manner.

(3) Age Differences:

Age differences for the student population will be discussed in detail only where these differences point up patterns not born out in the junior high-senior high comparison above. On the question of extra-curricular activities, the same items ranked in the same order as in Table 3-19 holds true for age differences as well. While not all of the "problems" in Table 3-20 show significant differences on age (school lunch, outside interference and schools run for parents are not significant), no additional problems in neighboring schools are added in comparing respondents by age groups. The differences by age groups on substituting conferences for report cards, parent and student voices in hiring teachers, expanded student government, political trust, and rating one's school holds up in the same way as for the junior high-senior high comparison.

Three additional variables, however, produce results that are not significant for grade. Younger students are much more receptive to teacher aides than older students. In addition, there is somewhat more general alienation among older students than among younger students. Only 24.1% of the 12 and 13-year olds, for example, want to settle in another country, while 27.6% of the 14-16 group, and 34.5% of the 17 and above students would do this if given a chance.

The final variable on which an age difference occurs while no grade difference is discovered, is on the question of the race of teachers in a predominantly black school. A somewhat smaller percentage of older students indicate a degree of black awareness (30.9%) by preferring all or mostly black teachers while only 24.4% of the 14-16, and 22.8% of the 11-13 group make such a distinction.

C. Summary

A series of demographic variables has been used to analyze differences within the adult and student samples. Of these variables, parent versus non-parent, and perception of income grouping seem to make the most important distinctions among adults. Grade differences seem very relevant in interpreting student responses. Finally, sex differences would seem to be moderately important in understanding response patterns for each of the two samples.

APPENDICES

VOLUME I

Fort Lincoln Survey

Prepared for: General Learning Corporation
5454 Wisconsin Avenue
Chevy Chase, Maryland

Prepared by: Community Programs, Inc.
1026 - 17th Street, N.W.
Washington, D.C.

June 18, 1969

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APPENDIX G - Code Book — Student Sample

Community Programs, Inc.
Washington, D. C.

APPENDIX A

Fort Lincoln New Town

Educational Attitudes

Survey (Adults)

(Revised)

Interviewer ______________________________

Date ______________________________

Cluster # ____________ Household #

Time:

Started ______ AM

______ PM

Completed ______ AM

______ PM

1a. Do you have any children who are eighteen or younger?

Yes________ No________

If Yes to 1a, ask 1b.

1b. How many children do you have and how old are they?

List sex and age (list additional children on back of page)

1.________________ 4.________________

2.________________ 5.________________

3.________________ 6.________________

2. How long have you lived at this address?____________

3a. Did you live in this general neighborhood before you moved to this house (apartment)?

Yes________ No________

If Yes to 3a, ask 3b.

3b. About how long have you lived in this general neighborhood?___________

4. Can you tell me the highest grade of school that you completed?

________ year

5. FOR MALES ONLY

5a. Are you working at the present time?

Yes________ No________

If Yes to 5a, ask 5b. If No to 5a, ask 5c.

5b. What is your job? ____

If No to 5a, ask 5c.

5c. What was your last job? ______________________________________

6. ASK OF FEMALES ONLY

6a. Are you working at the present time?

Yes________ No________

If Yes to 6a, ask 6b. If No to 6a, ask 6c.

6b. What is your job?____

6c. Have you recently been employed or do you consider yourself a full time housewife?

Recently employed____________________

Consider self a housewife____________

Other (describe)_____________________

If Yes to 6c, ask 6d - otherwise skip to 6e.

6d. What was your last job?____

If No to 6c (housewife) ask 6e.

6e. Is there anyone else in the house who is employed?

Yes________ No________

If Yes to 6e, ask 6f.

6f. What is his (her) job?____

8. Now, I am going to read you a list of subjects which are often taught in public schools. Do you think it is very important to offer these subjects, somewhat important, or unimportant?

Subject	Very Important	Somewhat	Unimportant	No Opinion
A. English				
B. History				
C. Mathematics, Arithmetic				
D. American government, Civics				
E. Science courses				
F. Music and Art				
G. Typing				
H. Foreign languages				
I. Gym, physical education				
J. Remedial reading				
K. Health education				
L. Cooking, sewing, and other homemaking courses				
M. Auto mechanics				
N. Driver training				
O. Metal work, wood work and other shop courses				

9. Besides teaching, most schools have other activities of various kinds. I would like you to tell me if you think these activities are very important, important, not important, or if the activities are completely undesirable.

	Very Important	Somewhat Important	Not Important	Undesirable	No Opinion
A. Parent-teacher meetings					
B. Singing groups-chorus					
C. School dances					
D. Field trips to places like Congress and the White House					
E. Basketball teams					
F. Football teams					
G. Craft and hobby groups					
H. Fund drives for money for activities like Red Cross, the Heart Fund, etc.					
I. School band					
J. Picnics and other social events					

10. All schools have some problems, but not all have the same problems. Which if any, of the following do you feel are serious problems for the schools serving this neighborhood?

	Serious Problem	Not Serious Problem	Don't Know, Maybe
A. Overcrowded schools			
B. Poor discipline of students			
C. Schools too far away from home			
D. Poor quality teachers			
E. Outside interference in running the schools			
F. Too much emphasis on sports			
G. Not enough different courses offered			
H. Inadequate school lunch program			
I. Teachers not allowed to run their classes the way they see fit			
J. Children don't learn enough			

Questions 11 to 21.

I am going to list some goals that some people think should be important goals for a good school. I would like you to tell me if you think each of these goals is VERY IMPORTANT, SOMEWHAT IMPORTANT, OR NOT VERY IMPORTANT.

	Very Important	Somewhat Important	Not Very Important	No Opinion
11. A good school should have a low drop-out rate.				
12. A good school should have courses and programs for adults in the community.				
13. A good school should offer students courses they are interested in, even if these courses are different from those in a standard school program.				
14. A good school provides individual instruction to its pupils whenever necessary and possible.				
15. A good school makes teaching students how to read its most important job.				
16. A good school has small classes.				
17. A good school gives parents a chance to participate in school activities.				
18. A good school makes a student want to get high grades.				

	Very Important	Somewhat Important	Not very Important	No Opinion
19. A good school should let students have a good deal of responsibility in running their own school.				
20. A good school should be able to provide a student with assistance when the student has personal problems.				
21. A good school teaches a student to take pride in himself and his work.				

Questions 22 to 30

I am going to read you some statements about school policy and school programs now. Please tell me whether you AGREE STRONGLY, AGREE, DISAGREE, OR DISAGREE STRONGLY with each statement.

22. A school program should be planned so that each student can move from grade to grade as quickly or as slowly as his ability and progress allow.

______ agree strongly ______ disagree ______ no opinion, don't know
______ agree ______ disagree strongly

23. The school should have a program for children beginning at age 3.

______ agree strongly ______ disagree ______ no opinion, don't know
______ agree ______ disagree strongly

24. The school should keep parents informed about what their children are being taught in school.

______ agree strongly ______ disagree ______ no opinion, don't know
______ agree ______ disagree strongly

25. The school should provide instruction to parents about how to help their children at home.

______ agree strongly ______ disagree ______ no opinion, don't know
______ agree ______ disagree strongly

26. Grades and report cards should be eliminated and parent-teacher conferences should be held at least twice each year instead.

______ agree strongly ______ disagree ______ no opinion, don't know
______ agree ______ disagree strongly

27. Older students should have the opportunity to tutor, or in other ways help younger children.

______ agree strongly ______ disagree ______ no opinion, don't know

______ agree ______ disagree strongly

28. The school should contain facilities that can be used by the people in the community as well as for school activities, for example swimming pools, auditoriums and meeting rooms.

______ agree strongly ______ disagree ______ no opinion, don't know

______agree ______ disagree strongly

29. A health clinic which is made available to everyone in the community should be located in each school.

______ agree strongly ______ disagree ______ no opinion, don't know

______ agree ______ disagree strongly

30 A good school should back up its teachers when the teachers discipline students.

______ agree strongly ______ disagree ______ no opinion, don't know

______ agree ______ disagree strongly

Now I will ask you a few additional questions about your school:

31. Do you think schools should teach sex education?

______ yes ______ no ______ don't know, no answer.

32. Do you think that schools should teach students about the dangers of drugs, alcohol, and smoking?

______ yes ______ no ______ don't know, no answer.

33. Do you think a school should provide advanced classes for students who learn more quickly than others?

______ yes ______ no ______ don't know, no answer.

34. Do you think that the best teachers and smallest classes should go to the students who get the best grades or to the students who have the hardest time learning.

______ best grades ______ should be the same for both groups

______ slow learners ______ no opinion, etc.

35. Do you think schools should hire teacher aides from the local community to assist teachers in the class room?

______ yes ______ no ______ don't know, no answer.

36. Do you think the school system for the new Fort Lincoln project should be part of the D.C. school system or do you think the new project should have its own separate school system?

______ part of D.C. system ______ separate system ______ no opinion

______ other (describe)____

____

37. Do you think parents should participate in the hiring of teachers and other people who work in the schools?

_______ yes _______ no _______ don't know, no answer.

38. Do you think pupils should be allowed to have a say in choosing their own teachers?

_______ yes _______ no _______ don't know, no answer.

39. If you were free to do so would you like to go settle in another country?

_______ yes _______ no _______ don't know, not sure

40. In general, how much trust and confidence do you have in the wisdom of the American people when it comes to making political decisions?

_______ great deal _______ not very much _______ don't know

_______ good deal _______ none at all

41. In general, how would you rate the quality of the schools serving your neighborhood now? Would you say they are excellent, good, fair, or poor?

_______ excellent _______ fair _______ no opinion, don't know

_______ good _______ poor

42. In your opinion, what are the one or two most important things that make a teacher a "good teacher"?

A.____

____

B.____

____

43. In your opinion, what are the one or two most important things that make a teacher a "bad teacher"?

A.____

____

B.____

____

44. In a school in which most of the students are black, which of the following would you prefer?

________ that all of the teachers be black

________that most of the teachers be black

________that about half the teachers be black and half be white

________that most of the teachers should be white

________that all of the teachers should be white

________no opinion, don't know.

INTERVIEWER CHECKLIST

Please check the following after the
completion of the interview.

1. Racial Group:

______ Black ______ White ______ Oriental ______ Other (Specify)

____

2. Sex:

______ Male ______ Female

3. Interviewer's Estimate of Socio-economic income group of the Respondent.

______ poverty income group

______ lower middle income group

______ middle income group

______ upper middle income group

______ upper income group

4. How would you rate the responsiveness of the person that you interviewed?

______ very responsive

______ generally responsive

______ unresponsive

5. How would you rate the honesty of these responses?

______ very honest

______ generally honest

______ I would question honesty

6. Your estimate of respondent's age.

________20-29

________30-39

________40-49

________50-59

________60 or above

LIST ANY OBSERVATIONS OR COMMENTS YOU WITH TO MAKE ON THIS PAGE

APPENDIX B

Community Programs, Inc.
Washington, D. C.

Fort Lincoln Survey
of Educational
Attitudes (Adults)

INTERVIEWER MANUAL

Cover Sheet:

A. Sampling Unit # - This will be provided you on your list of city blocks.

B. Household # - You will number your attempted contacts consecutively on your log sheet. The household # on your log sheet must correspond with your household # on your interview schedule. Remember, that all attempted contacts are to be numbered so there will often be numbers which are skipped on your cover sheet.

C. Interview time - It is important to record the starting time and stopping time as closely as possible.

Introduction:

It is important to introduce yourself in a friendly manner and to get across to your prospective respondent what you want to question him about. It is not important to memorize the suggested introduction, but it is important that you let people know who you are and what you are doing there.

Suggested Introduction:

"Good morning. I am an interviewer for a public opinion survey. My company is doing a survey of opinions about schools and education in this neighborhood. I would like to have a few minutes of your time to go over these questions with you. All of your answers will be confidential, and my company will not use your name with any of the things you tell me."

Note: Be sure to ask for the person you are attempting to interview first before proceeding with your interview and your questions. Never show the schedule to anyone or give it to them to look over. This is very important!

Question #1a.
This question will become important as each interviewer will be trying to obtain a certain number of parents of school age children.

Question #1b.
List answers in the following manner:

1. M 16

2. F 3, etc.

If there are more than six children who are eighteen or younger, list additional names on the back of this page and note below line 6.

Question #2.

Be sure to record answers in weeks, months or years and to write the number and unit of time.

Example: 3 weeks

Note: Avoid answers like, "a long while" and "just a short time", etc. Press for an approximate length of time as near as the respondent can estimate it.

Question #3b.

Follow the same instructions as in question #2.
Ask only if the respondent answers Yes to 3a.

Question #4.

Record in years completed:

Examples: If a respondent tells you he dropped out of school in the 11th grade, record 10th year. College should be recorded in 1/2 years completed. A respondent who dropped out of school during the second semester of his sophomore year should be recorded 13-1/2 years.

Question #5.

Ask of male respondents only.

Ask 5b only if the answer to 5a is Yes. If the answer to 5a is No, ask 5c, instead

For both 5b and 5c get specific jobs whenever possible. Avoid general responses like "office work," "outdoor work", etc. Get responses like secretary and gardener instead.

Question #6.

Ask of female respondents only.

Ask 6b only if the answer to 6a is yes.
If the answer to 6a is No, ask 6c.
Ask 6d for those recently employed.
Ask 6e and 6f of housewives.
For 6d and 6f, avoid general responses as in Question #5c.

Question #7.

There is no Question 7!

Question #8.

Read each item separately. Use the "no opinion" category only if the respondent refuses to choose among the three choices you provide him. Read each item in its entirity, offering all the terms if there is more than one choice to be read. Example: h. gym, physical education.

Question #9.

Same instructions as for Question #8 except the respondent has four possible responses.

Question #10.

Same instructions as for Question #8 except the respondent answers either that the item is or is not a serious problem.

Questions #11 - 21.

You are trying to get the respondent to tell you the importance of each item in his opinion. Use the "no opinion" category only when respondent refuses to make a choice. Do not interpret the question for the respondent, however. Remember that you want to obtain his opinion and not get him to agree with yours.

Questions #22 - 30.

You are trying to determine whether the respondent agrees or disagrees with each statement and whether this is a strong agreement or disagreement. Use the "no opinion" choice only if the respondent refuses to make a choice.

Question #34.

You are trying to get an indication of whether the respondent would give priority to a program for superior students or slow learners. Use the category "should be the same, etc." only if the respondent volunteers that answer.

Question #36.

If the respondent elaborates on another plan of action, describe that briefly and check "other" response category.

Question #40

Read the possible choices for the respondents but not the "don't know" category. Try to get the respondent to choose from the four choices provided in the question.

Question #44

Read the possible choices for the respondents but not the "don't know" category. Try to get the respondent to choose from the five choices provided in the question.

Questions #42 and #43.

You are attempting to get one or two qualities of good and bad teachers. If the respondent gives more than two qualities for either question, list only the first two qualities mentioned.

Interviewer Checklist:

1. Racial group - Use "other" category only if you are not sure or if the respondent is of another racial group not provided for on the check list.

3. This is your estimate. Make your choice on the basis of what you see. We are merely looking for your opinion and not for any great degree of accuracy here.

4 & 5. You are to rate the responsiveness and honesty of the interview you just completed, using the three choices provided to you.

3

6. Estimate age as near as you can determine it from the choices offered.

Page #14 - If there was anything unusual or significant about the respondent or the interview, record that information here. If you are not sure, put the information down anyway.

APPENDIX C

Fort Lincoln Adult Survey

SPECIAL INSTRUCTIONS TO INTERVIEWERS

APPENDIX C-1

SUPPLEMENT TO INTERVIEWER MANUAL

FORT LINCOLN ADULT
SURVEY (WEEK 1)

GUIDELINES FOR REQUESTING RESPONDENTS AT HOUSEHOLDS

I. No less than 40% or more than 60% of our respondents must be males. You should alternate respondents as follows:

a) House #1 - May I speak to the man of the house.

If answer is yes - ask for the lady of the house at House #2 -

If answer is no - ask for lady of the house at House #1 and then for any other adult.

Then ask for the man of the house again at Household #2. Alternate this pattern at each contact.

b) You will make ten contacts in this weekend's interviewing.

c) If at the end of contact #7 or completed interview #5 (whichever comes first) you have already interviewed four (4) or more women, ask only for men at all remaining contacts.

II. Do not interview anyone under 18 or anyone attending public schools. Households that have no one at home over 18 are not counted as contacts. Any household that does have someone at home over 18 is a contact whether you get an interview there or not. Do not exceed your maximum number of contacts. You will destroy the sampling technique if you do,

III. You must record every stop you make on your log sheets. This is your diary of what you have done. Record all houses where there is no one home, all houses where there are only people under 18, all houses where you are refused an interview and all houses where you obtain an interview.

IV. If clause I-c (above) comes into effect (you are to interview only men from this point), you do not count houses where no males are at home as a contact.

V. If you exhaust your block before obtaining ten contacts, you must STOP! Do not interview in any other block. Be sure your log sheet records your actual number of attempts!

VI. In multiple family dwellings, make only one interview attempt. Alternate your attempts by trying apartment one at the first multiple dwelling, apartment number two at the second dwelling, etc.

VII. Do not interview a respondent you know personally. If someone you know answers the door, just explain that you are doing a survey but that you cannot interview people you know. Do not count such people as contacts, but record all such attempts on your log sheets.

APPENDIX C-2

SUPPLEMENT TO INTERVIEWER MANUAL

FORT LINCOLN ADULT SURVEY (WEEK 2)

GUIDELINES FOR REQUESTING RESPONDENTS AT HOUSEHOLDS

I. No less than 40% or more than 60% of our respondents must be males. You should alternate respondents as follows:

a) House #1 - May I speak to the man of the house. If answer is yes - ask for the lady of the house at House #2 -

If answer is no - ask for lady of the house at House #1 and then for any other adult.

Then ask for the man of the house again at Household #2. Alternate this pattern at each contact.

b) If at the end of contact #7 or completed interview #5 (whichever comes first) you have already interviewed four (4) or more women, ask only for men at all remaining contacts.

II. We must get a high percentage of parents of school age children this week! After you obtain two (2) interviews with people answering NO to question Ia, interview only those answering YES to Ia for the remainder of your contacts. This is very important!

III. Do not interview anyone under 18 or anyone attending public schools. Households that have no one at home over 18 are not counted as contacts. Any household that does have someone at home over 18 is a contact whether you get an interview there or not. Do not exceed your maximum number of contacts. You will destroy the sampling technique if you do.

IV. You must record every stop you make on your log sheets. This is your diary of what you have done. Record all houses where there is no one home, all houses where there are only people under 18, all houses where you are refused an interview and all houses where you obtain an interview.

V. If clause I-b (above) comes into effect (you are to interview only men from this point) or if you have already interviewed two non-parents, (II), you do not count houses where no males are at home or where there are no parents at home as a contact.

VI. If you exhaust your block before obtaining your number of contacts, you must STOP! Do not interview in any other block. Be sure your log sheet records your actual number of attempts!

VII. In multiple family dwellings, make only one interview attempt. Alternate your attempts by trying apartment one at the first multiple dwelling, apartment number two at the second dwelling, etc.

VIII. Do not interview a respondent you know personally. If someone you know answers the door, just explain that you are doing a survey but that you cannot interview people you know. Do not count such people as contacts, but record all such attempts on your log sheets.

APPENDIX D

Community Programs, Inc.
Washington, D. C.

Fort Lincoln Survey
of Educational
Attitudes (Students)

~~INTERVIEWER MANUAL~~

1. First we would like to know if you are a male or a female. Please place a checkmark in the space beside "male" or "female" for question number one.

2. Question number two. How old are you? Please write in the space beside years how old you were on your last birthday.

3. Question number three. What grade of school are you in? Please place a checkmark in the space next to the grade that you are now in.

4. Question number four. Now, I am going to read you a list of subjects which are often taught in public schools. As we go along, for each subject, if you think it is very important, to offer the course, place a checkmark in column number one. If you think it is somewhat important to offer the course, place a checkmark in column number two. If you think it is unimportant to offer the course, place a checkmark in column number three. If you have no opinion about the course, place a checkmark in column number four.

   A. English. Is it very important, somewhat important, or unimportant?

   B. History. Is it very important, somewhat important, or unimportant?

C. Mathematics and arithmetic. Are they very important, somewhat important, or unimportant?

D. American Government and civics. Are they very important, somewhat important, or unimportant?

E. Science courses. Are they very important, somewhat important, or unimportant?

F. Music and art. Are they very important, somewhat important, or unimportant?

G. Typing. Is it very important, somewhat important, or unimportant?

H. Foreign languages. Are they very important, somewhat important, or unimportant?

I. Gym and physical education. Is it very important, somewhat important, or unimportant?

J. Remedial reading. Is it very important, somewhat important, or unimportant?

K. Health education. Is it very important, somewhat important, or unimportant?

L. Cooking, sewing, and other homemaking courses. Are they very important, somewhat important, or unimportant?

M. Auto mechanics. Is it very important, somewhat important, or unimportant?

N. Driver Training. Is it very important, somewhat important, or unimportant?

O. Metal work, wood work and other shop courses. Are they very important, somewhat important, or unimportant?

5. Question number five. Besides teaching, most schools have other activities such as the ones I am going to read to you now. As we go to each activity, if you think it is very important to have the activity in school, place a checkmark in column number one. If you think the activity is somewhat important, place a checkmark in column number two. If the activity is unimportant, place a checkmark in column number three. If you think the activity is undesirable to have in school, place a checkmark in column four. If you have no opinion about the activity place a checkmark in column number five.

A. Picnics and other social events. Are they very important, somewhat important, unimportant, or undesirable?

B. Singing groups -- chorus. Are they very important, somewhat important, unimportant, or undesirable?

C. School dances. Are they very important, somewhat important, unimportant or undesirable?

D. Field trips to places like Congress and the White House. Are they very important, somewhat important, unimportant or undesirable?

E. Basketball teams. Are they very important, somewhat important, unimportant or undesirable?

F. Football teams. Are they very important, somewhat important, unimportant, or undesirable?

G. Craft and hobby groups. Are they very important, somewhat important, unimportant, or undesirable?

H. Fund drives for money for activities like Red Cross, the Heart Fund, etc. Are they very important, somewhat important, unimportant, or undesirable?

I. School band. Are they very important, somewhat important, unimportant, or undesirable?

J. Parent-teacher meetings. Are they very important, somewhat important, unimportant, or undesirable?

6. Question number six. All schools have some problems, but not all have the same problems. Which, if any, of the following problems I am going to read do you feel are serious problems for this school? As we go to each problem on the list, if you feel it is a serious problem for this school, place a checkmark in column number one. If you feel the problem is not serious, then place a checkmark in column number two. If you have no opinion, place a checkmark in column number three.

A. Overcrowded schools. Is this problem serious or is it not serious?

B. Poor discipline of students. Is this problem serious or is it not serious?

C. Schools are too far away from home. Is this problem serious or is it not serious?

D. Poor quality teachers. Is this problem serious or is it not serious?

E. Outside interference in running the schools. Is this problem serious or is it not serious?

F. Too much emphasis on sports? Is this problem serious or is it not serious?

G. Not enough different courses are offered. Is this problem serious or is it not serious?

H. Inadequate school lunch program. Is this problem serious or is it not serious?

I. Teachers are not allowed to run their classes the way they see fit. Is this problem serious or is it not serious?

J. Students don't learn enough. Is this problem serious, or is it not serious?

K. Opinions of students not respected by principals and teachers. Is this problem serious or is it not serious?

L. Schools are run for the benefit of parents instead of for the benefit of students. Is this problem serious, or is it not serious?

7. Question number seven. Now, I am going to list some goals that some people think should be important goals for a good school. As we have done before, when we come to each goal on the list, if you feel the goal is very important for a good school, place a checkmark in column number one. If you think the goal is somewhat important, place a checkmark in column number two. If you think the goal is not very important, place a checkmark in column number three. If you have no opinion about the goal, place a checkmark in column number four.

A. A good school should have a low drop-out rate. Is this goal very important, somewhat important, or not very important?

B. A good school should offer students courses they are interested in even if these courses differ from those in a standard school program. Is this goal very important, somewhat important, or not very important?

C. A good school provides individual instruction to its pupils whenever necessary and possible. Is this goal very important, somewhat important, or not very important?

D. A good school makes teaching students how to read its most important job. Is this goal very important, somewhat important, or not very important?

E. A good school has small classes. Is this goal very important, somewhat important or not very important?

F. A good school gives parents a chance to participate in school activities. Is this goal very important, somewhat important, or not very important?

G. A good school makes a student want to get high grades. Is this goal very important, somewhat important, or not very important?

H. A good school should let students have a good deal of responsibility in running their own school. Is this goal very important, somewhat important, or not very important?

I. A good school should be able to provide a student with assistance when the student has personal problems. Is this goal very important, somewhat important, or not very important?

J. A good school teaches a student to take pride in himself and his work. Is this goal very important, somewhat important, or not very important?

I am going to read you some statements about school policy and school programs now. These will be questions eight to sixteen. After I read each statement, please decide whether you agree strongly, agree, disagree, disagree strongly, with each statement, or have no opinion about the statement. Place a checkmark next to the answer you've decided upon. I will read each statement two times.

8. Question number eight. "A school program should be planned so that each student can move from grade to grade as quickly or as slowly as his ability and progress allow." Do you agree strongly, agree, disagree, or disagree strongly? INTERVIEWER--REPEAT STATEMENT IN QUOTES.

9. Question number nine. "The school should have a program for children beginning at age 3." Do you agree strongly, agree, disagree or disagree strongly? INTERVIEWER--REPEAT STATEMENT IN QUOTES.

10. Question number ten. "The school should keep parents informed about what their children are being taught." Do you agree strongly, agree, disagree or disagree strongly? INTERVIEWER--REPEAT STATEMENT IN QUOTES.

11. Question number eleven. "The school should provide instruction to parents about how to help their children at home." Do you agree strongly, agree, disagree, or disagree strongly? INTERVIEWER--REPEAT STATEMENT IN QUOTES.

12. Question number twelve. "Instead of receiving report cards, students and teachers should have regular times when they get together to discuss what the student is learning." Do you agree strongly, agree, disagree or disagree strongly? INTERVIEWER--REPEAT STATEMENT IN QUOTES.

13. Question number thirteen. "Older students should have the opportunity to tutor, or in other ways help younger children." Do you agree strongly, agree, disagree or disagree strongly? INTERVIEWER--REPEAT STATEMENT IN QUOTES.

14. Question number fourteen. "The school should contain facilities that can be used by the people in the community as well as for school activities, for example swimming pools, auditoriums and meeting rooms." Do you agree strongly, agree, disagree, or disagree strongly? INTERVIEWER--REPEAT STATEMENT IN QUOTES.

15. Question number fifteen. "A health clinic which is made available to everyone in the community should be located in each school." Do you agree strongly, agree, disagree, or disagree strongly? INTERVIEWER--REPEAT STATEMENT IN QUOTES.

16. Question number sixteen. "A good school should back up its teachers when the teachers discipline students". Do you agree strongly, agree, disagree, or disagree strongly? INTERVIEWER--REPEAT STATEMENT IN QUOTES.

Now I will ask you a few additional questions about your school. I will repeat each question one time.

17. Question number seventeen. "Do you think schools should teach sex education?" Answer yes, no, or don't know in the spaces on your answer sheet. INTERVIEWER--REPEAT QUESTION IN QUOTES.

18. Question number eighteen. "Do you think that schools should teach students about the dangers of drugs, alcohol, and smoking?" Answer yes, no , or don't know in the spaces on your answer sheet. INTERVIEWER--REPEAT QUESTION IN QUOTES.

19. Question number nineteen. "Do you think a school should provide advanced classes for students who learn more quickly than others?" Answer yes, no, or don't know in the spaces on your answer sheet. INTERVIEWER--REPEAT QUESTION IN QUOTES.

20. Question number twenty. "Do you think that the best teachers and smallest classes should go to the students who get the best grades or to the students who have the hardest time learning?" If you feel that the best teachers and smallest classes should go to the students who get the best grades, place a checkmark in the space next to best grades on your answer sheet. If you think that the

best teachers and smallest classes should go to those students who have the hardest time learning, place a checkmark next to slow learners. If you think students who get the best grades and those who have a hard time learning should both have the same kind of teachers and the same size classes, place a checkmark in the space next to the answer, should be the same for both groups. If you don't have any opinion about this, then mark don't know on your answer sheet. INTERVIEWER--REPEAT QUESTION IN QUOTES.

21. Question number twenty-one. "Do you think school facilities, such as gymnasiums, auditoriums, and meeting rooms, should be open to students on weeknights and weekends?" Answer yes, no, or don't know in the spaces on your answer sheet. INTERVIEWER--REPEAT QUESTION IN QUOTES.

22. Question number twenty-two. "Do you think schools should hire teacher aides from the local community to assist teachers in the class room?" Answer yes, no, or don't know in the spaces on your answer sheet. INTERVIEWER--REPEAT QUESTION IN QUOTES.

23. Question number twenty-three. "Do you think your student government should play a larger part in running your school?" Answer yes, no, or don't know in the spaces on your answer sheet. INTERVIEWER--REPEAT QUESTION IN QUOTES.

24. Question number twenty-four. "Do you think parents should participate in the hiring of teachers and other people who work in the schools?" Answer yes, no, or don't know in the spaces on your answer sheet. INTERVIEWER--REPEAT QUESTIONS IN QUOTES.

25. Question number twenty-five. "Do you think pupils should be allowed to have a say in choosing their own teachers?" Answer yes, no, or don't know in the spaces on your answer sheet. INTERVIEWER--REPEAT QUESTIONS IN QUOTES.

26. Question number twenty-six. "If you were free to do so would you like to go settle in another country?" Answer yes, no, or don't know in the spaces on your answer sheet. INTERVIEWER--REPEAT QUESTIONS IN QUOTES.

27. Question number twenty-seven. "In general, how much trust and confidence do you have in the wisdom of the American people when it comes to making political decisions?" Please decide whether you have a great deal of trust and confidence, a good deal of trust and confidence, very much trust and confidence, or none at all, and mark the space on your answer sheet next to the answer you decided upon. If you don't know then mark that space on

28. Question number twenty-eight. "In general, how would you rate the quality of this school?" Would you say it is excellent, good, fair, or poor? Please place a check-mark in the space next to your rating of your school. Again, if you don't know, mark that space on your answer sheet. INTERVIEWER--REPEAT QUESTION IN QUOTES.

29. Question number twenty-nine. "In a school in which most of the students are black, which of the following would you prefer?"

That all of the teachers be black

That most of the teachers be black

That about half the teachers be black and half be white

That most of the teachers be white

That all of the teachers be white

Place a checkmark in the space next to your perference on your answer sheet. INTERVIEWER--REPEAT QUESTION AND CHOICES.

30. Question number thirty. Now, I am going to give you just a few minutes to write down what, in your opinion, are the one or two most important things that make a teacher a "good" teacher. Use the lines provided on your answer sheet to answer this question. INTERVIEWER--PAUSE THREE MINUTES.

31. Question number thirty one. I would like you to write down what you think are the one or two most important things that make a teacher a "bad" teacher. Again, use just the lines on your answer sheet for this question. INTERVIEWER--PAUSE THREE MINUTES, ANNOUNCE TIME IS UP AND THAT YOU ARE GOING TO COLLECT THE ANSWER SHEETS NOW.

APPENDIX E

STUDENT ANSWER SHEET

1. Sex

_______Male

_______Female

2. Age

_______Years

3. Grade

_______7

_______8

_______9

_______10

_______11

_______12

4. Subjects often taught in public school

Subject	1 Very Important	2 Somewhat Important	3 Unimportant	No Opinion
A. English				
B. History				
C. Mathematics, Arithmetic				
D. American government, Civics				
E. Science courses				
F. Music and Art				
G. Typing				
H. Foreign Languages				
I. Gym, Physical Education				
J. Remedial reading				
K. Health education				
L. Cooking, sewing and other homemaking courses				
M. Auto mechanics				
N. Driver training				
O. Metal work, wood work & other shop courses				

5. School activities

Activity	1 Very Important	2 Somewhat Important	3 Not Important	4 Undesirable	5 No Opinion
A. Picnics & other social events					
B. Singing groups-chorus					
C. School dances					
D. Field trips to places like Congress & the White House					
E. Basketball teams					
F. Football teams					
G. Craft & hobby groups					
H. Fund drives for money for activities like Red Cross, Heart Fund, etc.					
I. School Band					
J. Parent-teacher meetings					

6. Problems in schools

Problem	1 Serious Problem	2 Not Serious Problem	3 Don't Know
A. Overcrowded schools			
B. Poor discipline of students			
C. Schools too far away from home			
D. Poor quality teachers			
E. Outside interference in running the schools			
F. Too much emphasis on sports			
G. Not enough different courses offered			
H. Inadequate school lunch program			
I. Teachers not allowed to run their classes the way they see fit			
J. Students don't learn enough			
K. Opinions of students not respected by principals & teachers			
L. Schools are run for the benefit of parents instead of for the benefit of students			

7. Goals for a good school

Goals	1 Very Important	2 Somewhat Important	3 Not Very Important	4 No Opinion
A. A good school should have a low drop-out rate				
B. A good school should offer students courses they are interested in, even if these courses are different from those in a standard school program.				
C. A good school provides individual instruction to its pupils whenever necessary and possible.				
D. A good school makes teaching students how to read its most important job.				
E. A good school has small classes.				
F. A good school gives parents a chance to participate in school activities.				
G. A good school makes a student want to get high grades.				
H. A good school should let students have a good deal of responsibility in running their own school.				
I. A good school should be able to provide a student with assistance when the student has personel problems.				
J. A good school teaches a student to take pride in himself & his work.				

8. ______Agree strongly

______Agree

______Disagree

______Disagree strongly

______No opinion

---

9. ______Agree strongly

______Agree

______Disagree

______Disagree strongly

______No opinion

---

10. ______Agree strongly

______Agree

______Disagree

______Disagree strongly

______No opinion

---

11. ______Agree strongly

______Agree

______Disagree

______Disagree strongly

______No opinion

---

12. _____Agree strongly

_____Agree

_____Disagree

_____Disagree strongly

_____No opinion

----

13. _____Agree strongly

_____Agree

_____Disagree

_____Disagree strongly

_____No opinion

----

14. _____Agree strongly

_____Agree

_____Disagree

_____Disagree strongly

_____No opinion

----

15. _____Agree strongly

_____Agree

_____Disagree

_____Disagree strongly

_____No opinion

----

16. _______Agree strongly

_______Agree

_______Disagree

_______Disagree strongly

_______No opinion

----

17. _______Yes

_______No

_______Don't know

----

18. _______Yes

_______No

_______Don't know

----

19. _______Yes

_______No

_______Don't know

----

20. _______best grades

_______slow learners

_______should be the same for both groups

_______no opinion

----

21. ______Yes

______No

______Don't Know

---

22. ______Yes

______No

______Don't Know

---

23. ______Yes

______No

______Don't Know

---

24. ______Yes

______No

______Don't Know

---

25. ______Yes

______No

______Don't Know

---

26. ______Yes

______No

______Dont' Know

---

27. ______great deal

______good deal

______not very much

______none at all

______don't know

---

28. ______excellent

______good

______fair

______poor

______don't know

---

29. ______ that all of the teachers be black

______that most of the teachers be black

______that about half the teachers be black & half be white

______that most of the teachers be white

______that all of the teachers be white

______no opinion/doesn't matter

APPENDIX F

FORT LINCOLN CODE BOOK
(ADULT SAMPLE)

CARD I

Columns 1, 2, 3 = Interview Number

Column 4 = Study Number

1. Adult
2. Students

Column 5 = Interviewer Number

0. Kelley
1. Speights
2. Harris
3. Stouvall
4. Mc Leod
5. Smith
6. Bucksell
7. Wynn
8. Lyon
9. Wright

Card Column	Question Number	
6	1a.	**Do you have any children who are eighteen or younger?**

1. Yes
5. No

Card Column	Question Number	
7	1b.	**How many children do you have and how old are they?**

0. Inappropriate
1. 1 child
2. 2 children
3. 3 children
4. 4 children
5. 5 children
6. 6 children
7. 7 children
8. 8 children
9. 9 or more children.

Card Column	Question Number	
8	2.	How long have you lived in this neighborhood (total)? (developed from questions 2. & 3b.) 1. 1 year or less 2. 1 - 5 years 3. 5 or more years.
9	3a.	Did you live in this general neighborhood before you moved to this house (apartment)? 1. Yes 5. No
10	4.	Can you tell me the highest grade of school that you completed? 1. None to 8 yrs. 2. 9 - 11 yrs. 3. H.S. Graduate. 4. H.S. Graduate plus vocational training. 5. H.S. Graduate plus academic training. 6. 1 - 3 yrs. College. 7. College Graduate. 8. Don't know, no reply.
11	5.	Sex of Respondent (based on interviewer checklist, No. 6) 1. Male 2. Female
12	6.	Are you working at the present time? (Based on 5a. and 6a, & 6c.) 1. Yes 5. No 7. Housewife 9. Don't know, no reply.

Card Column	Question Number	
13	7.	What is your present job or last job? (Based on questions 5b, 5c, 6b, 6d.) 0. Inappropriate 1. Domestic - Homemaking 2. Manual 3. Service - Unskilled 4. Skilled Labor 5. Sales - Clerical 6. Professional - Managerial 7. Teacher - Professional Educator 8. Other. 9. Don't know, no reply.
14	7a.	Is there anyone else in the house who is employed? (Based on questions 6e & 6f.) 0. No one else employed, inappropriate 1. Domestic 2. Manual 3. Service - Unskilled 4. Skilled Labor 5. Sales - Clerical 6. Professional - Managerial 7. Teacher - Professional Educator 8. Other 9. Don't know, no reply.

Card Column | Question Number

8. Now, I am going to read you a list of subjects which are often taught in public schools. Do you think it is very important to offer these subjects, somewhat important, or unimportant?

Card Column	Subject	Very Important 1	Somewhat Important 3	Unimportant 5	No Opinion 9
15	A. English				
16	B. History				
17	C. Mathematics, arithmetic				
18	D. American government, Civics				
19	E. Science courses				
20	F. Music and Art				
21	G. Typing				
22	H. Foreign languages				
23	I. Gym, physical education				
24	J. Remedial reading				
25	K. Health education				
26	L. Cooking, sewing, & other homemaking courses				
27	M. Auto mechanics				
28	N. Driver training				
29	O. Metal work, wood work and other shop courses				

Card Column	Question Number	
	9.	Besides teaching, most schools have other activities of various kinds. I would like you to tell me if you think these activities are very important, important, not important, or if the activities are completely undesirable.

Card Column	Activity	Very Important 1	Somewhat Important 3	Not Important 5	Undesirable 7	No Opinion 9
30	A. Parent-teacher meetings					
31	B. Singing groups-chorus					
32	C. School dances					
33	D. Field trips to places like Congress and the White House					
34	E. Basketball teams					
35	F. Football teams					
36	G. Craft & hobby groups					
37	H. Fund drives for money for activities like Red Cross, the Heart Fund, etc.					
38	I. School band					
39	J. Picnics and other social events					

Card Column	Question Number				
	10.	All schools have some problems, but not all have the same problems. Which if any, of the following do you feel are serious problems for the schools serving this neighborhood?			

	Problem	Serious Problem 1	Not Serious Problem 5	Don't Know, Maybe 9
40	A. Overcrowded schools			
41	B. Poor discipline of students			
42	C. Schools too far away from home			
43	D. Poor quality teachers			
44	E. Outside interference in running the schools			
45	F. Too much emphasis on sports			
46	G. Not enough different courses offered			
47	H. Inadequate school lunch program			
48	I. Teachers not allowed to run their classes the way they see fit.			
49	J. Children don't learn enough			

Card Column	Question Number	
	11 to 21.	I am going to list some goals that some people think should be important goals for a good school. I would like you to tell me if you think each of these goals is VERY IMPORTANT, SOMEWHAT IMPORTANT, OR NOT VERY IMPORTANT.

	Goals	Very Important 1	Somewhat Important 3	Not Very Important 5	No Opinion 9
50	11. A good school should have a low drop-out rate.				
51	12. A good school should have courses & programs for adults in the community				
52	13. A good school should offer students courses they are interested in, even if these courses are different from those in a standard school program.				
53	14. A good school provides individual instruction to its pupils whenever necessary and possible.				
54	15. A good school makes teaching students how to read its most important job.				
55	16. A good school has small classes.				

Card Column	Question Number 11 to 21. (cont'd.) Goals	Very Important 1	Somewhat Important 3	Not Very Important 5	No Opinion 9
56	17. A good school gives parents a chance to participate in school activities.				
57	18. A good school makes a student want to get high grades.				
58	19. A good school should let students have a good deal of responsibility in running their own school.				
59.	20. A good school should be able to provide a student with assistance when the student has personal problems.				
60	21. A good school teaches a student to take pride in himself and his work.				

Card Column	Question Number	
61	22.	"A school program should be planned so that each student can move from grade to grade as quickly or as slowly as his ability and progress allow". 1. Agree strongly. 3. Agree. 5. Disagree. 7. Disagree strongly. 9. No opinion, don't know.
62	23.	"The school should have a program for children beginning at age 3." 1. Agree strongly. 3. Agree. 5. Disagree. 7. Disagree strongly. 9. No opinion, don't know.
63	24.	"The school should keep parents informed about what their children are being taught." 1. Agree strongly. 3. Agree. 5. Disagree. 7. Disagree strongly. 9. No opinion, don't know.
64	25.	"The school should provide instruction to parents about how to help their children at home." 1. Agree strongly. 3. Agree. 5. Disagree. 7. Disagree strongly. 9. No opinion, don't know.
65	26.	"Grades and report cards should be eliminated and parent-teacher conferences should be held at least twice each year instead. 1. Agree strongly. 3. Agree. 5. Disagree 7. Disagree strongly. 9. No opinion, don't know.

Card Column	Question Number	
66	27.	"Older students should have the opportunity to tutor, or in other ways help younger children." 1. Agree strongly. 3. Agree. 5. Disagree. 7. Disagree strongly. 9. No opinion, don't know.
67	28.	"The school should contain facilities that can be used by the people in the community as well as for school activities, for example, swimming pools, auditoriums and meeting rooms." 1. Agree strongly. 3. Agree. 5. Disagree. 7. Disagree strongly. 9. No opinion, don't know.
68	29.	"A health clinic which is made available to everyone in the community should be located in each school." 1. Agree strongly. 3. Agree. 5. Disagree. 7. Disagree strongly. 9. No opinion, don't know.
69	30.	"A good school should back up its teachers when the teachers discipline students." 1. Agree strongly. 3. Agree. 5. Disagree. 7. Disagree strongly. 9. No opinion, don't know.
70	31.	"Do you think schools should teach sex education?" 1. Yes 5. No 9. Don't know.

Card Column	Question Number	
71	32.	"Do you think that schools should teach students about the dangers of drugs, alcohol, and smoking?" 1. Yes 5. No 9. Don't know.
72	33.	"Do you think a school should provide advanced classes for students who learn more quickly than others?" 1. Yes 5. No 9. Don't know.
73	34.	"Do you think that the best teachers and smallest classes should go to the students who get the best grades or to the students who have the hardest time learning?" 1. Best grades. 2. Slow learners. 3. Should be the same for both groups. 9. No opinion.
74	35.	"Do you think schools should hire teacher aides from the local community to assist teachers in the class room?" 1. Yes 5. No 9. Don't know.
75	36.	"Do you think the school system for the new Fort Lincoln project should be part of the D.C. school system or do you think the new project should have its own separate school system?" 1. Part of the D.C. system. 5. Separate system. 7. Other. 9. No opinion, don't know.

CARD II

Columns 1, 2, 3 = Interviewer Number
Column 4 = Study Number
Column 5 = Interviewer Number

Card Column	Question Number	
6	37.	"Do you think parents should participate in the hiring of teachers and other people who work in the schools?" 1. Yes 5. No 9. Don't know.
7	38.	"Do you think pupils should be allowed to have a say in choosing their own teachers?" 1. Yes 5. No 9. Don't know.
8	39.	"If you were free to do so would you like to go settle in another country?" 1. Yes 5. No 9. Don't know.
9	40.	"In general, how much trust and confidence do you have in the wisdom of the American people when it comes to making political decisions?" 1. Great deal. 2. Good deal. 3. Not very much. 4. None at all. 9. Don't know.

Card Column	Question Number	
10	41.	"In general, how would you rate the quality of the schools serving your neighborhood now?" 1. Excellent. 2. Good. 3. Fair. 4. Poor. 9. Don't know.
	42.-43.	(These questions are not coded.)
11	44.	"In a school in which most of the students are black, which of the following would you prefer?" 1. That all of the teachers be black. 2. That most of the teachers be black. 3. That about half the teachers be black and half be white. 4. That most of the teachers should be white. 5. That all of the teachers be white. 9. No opinion, don't know.

INTERVIEWER CHECKLIST

Card Column	Question Number	
12	1.	Racial Group. 1. Black 2. White 3. Oriental 4. Other.
	2.	Sex of Respondent (See Card I, no. 5).
13.	3.	Interviewer's estimate of socio-economic income group of the respondent. 1. Poverty income group. 2. Lower middle income group. 3. Middle income group. 4. Upper middle income group. 5. Upper income group.

Card Column	Question Number	
14	4.	How would you rate the responsiveness of the person that you interviewed? 1. Very responsive. 3. Generally responsive. 5. Unresponsive.
15	5.	How would you rate the honesty of these responses? 1. Very honest. 2. Generally honest. 3. I would question honesty.
16	6.	Your estimate of respondent's age. 1. 20 - 29 yrs. 2. 30 - 39 yrs. 3. 40 - 49 yrs. 4. 50 - 59 yrs. 5. 60 or above.

APPENDIX G

FORT LINCOLN CODE BOOK
(STUDENT SAMPLE)

Columns 1, 2, 3 = Interview Number

Column 4 = Study Number

1. Adult Sample
2. Student Sample

Column 5 = Interviewer Teams

1. Wynn, Smith (McKinley H.S.)
2. Stovall, Kelley (Langley Jr. H.)
3. Stovall, Smith (Bachus Jr. H.)

Card Column	Question Number	
6	1.	Sex
		1. Male 2. Female
7	2.	Age
		0. 11 yrs. or younger. 1. 12 yrs. 2. 13 yrs. 3. 14 yrs. 4. 15 yrs. 5. 16 yrs. 6. 17 yrs. 7. 18 yrs. 8. 19 yrs. 9. 20 yrs. or older.
8	3.	Grade in School.
		1. 7th Grade. 2. 8th Grade. 3. 9th Grade. 4. 10th Grade. 5. 11th Grade. 6. 12th Grade.

Card Column	Question Number					
	4.	Subjects often taught in public school.				
		Subject	Very Important 1	Somewhat Important 3	Unimportant 5	No Opinion 9
9	A.	English				
10	B.	History				
11	C.	Mathematics, Arithmetic				
12	D.	American Government, Civics				
13	E.	Science courses				
14	F.	Music and Art				
15	G.	Typing				
16	H.	Foreign Languages				
17	I.	Gym, Physical Education				
18	J.	Remedial reading				
19	K.	Health education				
20	L.	Cooking, sewing and other home-making courses				
21	M.	Auto mechanics				
22	N.	Driver training				
23	O.	Metal work, wood work & other shop courses				

Card Column	Question Number	Activity	Very Important 1	Somewhat Important 3	Not Important 5	Undesirable 7	No Opinion 9
	5.	School activities.					
24	A.	Picnics & other social events					
25	B.	Singing groups-chorus					
26	C.	School dances					
27	D.	Field trips to places like Congress & the White House					
28	E.	Basketball teams					
29	F.	Football teams					
30	G.	Craft & hobby groups					
31	H.	Fund drives for money for activities like Red Cross, Heart Fund, etc.					
32	I.	School Band					
33	J.	Parent-teacher meetings					

Card Column	Question Number				
	6.	Problems in schools.			
		Problem	Serious Problem 1	Not Serious Problem 5	Don't Know 9
34	A.	Overcrowded schools			
35	B.	Poor discipline of students			
36	C.	Schools too far away from home			
37	D.	Poor quality teachers			
38	E.	Outside interference in running the schools			
39	F.	Too much emphasis on sports			
40	G.	Not enough different courses offered			
41	H.	Inadequate school lunch program			
42	I.	Teachers not allowed to run their classes the way they see fit			
43	J.	Students don't learn enough			
44	K.	Opinions of students not respected by principals & teachers			
45	L.	Schools are run for the benefit of parents instead of for benefit of students			

Card Column	Question Number	Goals	Very Important 1	Somewhat Important 3	Not Very Important 5	No Opinion 9
	7.	Goals for a good school.				
46	A.	A good school should have a low drop-out rate.				
47	B.	A good school should offer students courses they are interested in, even if these courses are different from those in a standard school program.				
48	C.	A good school provides individual instruction to its pupils whenever necessary and possible.				
49	D.	A good school makes teaching students how to read its most important job.				
50	E.	A good school has small classes.				
51	F.	A good school gives parents a chance to participate in school activities.				
52	G.	A good school makes a student want to get high grades.				
53	H.	A good school should let students have a good deal of responsibility in running their own school.				
54	I.	A good school should be able to provide a student with assistance when the student has personal problems.				
55	J.	A good school teaches a student to take pride in himself & his work.				

Card Column	Question Number	
56	8.	"A school program should be planned so that each student can move from grade to grade as quickly or as slowly as his ability and progress allow". 1. Agree strongly. 3. Agree. 5. Disagree. 7. Disagree strongly. 9. No opinion, don't know.
57	9.	"The school should have a program for children beginning at age 3." 1. Agree strongly. 3. Agree. 5. Disagree. 7. Disagree strongly. 9. No opinion, don't know.
58	10.	"The school should keep parents informed about what their children are being taught." 1. Agree strongly. 3. Agree. 5. Disagree. 7. Disagree strongly. 9. No opinion, don't know.
59	11.	"The school should provide instruction to parents about how to help their children at home." 1. Agree strongly. 3. Agree. 5. Disagree. 7. Disagree strongly. 9. No opinion, don't know.
60	12.	"Instead of receiving report cards, students and teachers should have regular times when they get together to discuss what the student is learning." 1. Agree strongly. 3. Agree. 5. Disagree. 7. Disagree strongly. 9. No opinion, don't know.

Card Column	Question Number	
61	13.	"Older students should have the opportunity to tutor, or in other ways help younger children." 1. Agree strongly. 3. Agree. 5. Disagree. 7. Disagree strongly. 9. No opinion, don't know.
62	14.	"The school should contain facilities that can be used by the people in the community as well as for school activities, for example, swimming pools, auditoriums and meeting rooms." 1. Agree strongly. 3. Agree. 5. Disagree. 7. Disagree strongly. 9. No opinion, don't know.
63	15.	"A health clinic which is made available to everyone in the community should be located in each school." 1. Agree strongly. 3. Agree. 5. Disagree. 7. Disagree strongly. 9. No opinion, don't know.
64	16.	"A good school should back up its teachers when the teachers discipline students." 1. Agree strongly. 3. Agree. 5. Disagree. 7. Disagree strongly. 9. No opinion, don't know.
65	17.	"Do you think schools should teach sex education?" 1. Yes 5. No 9. Don't know.

Card Column	Question Number	
66	18.	"Do you think that schools should teach students about the dangers of drugs, alcohol, and smoking?" 1. Yes 5. No 9. Don't know.
67	19.	"Do you think a school should provide advanced classes for students who learn more quickly than others?" 1. Yes 5. No 9. Don't know.
68	20.	"Do you think that the best teachers and smallest classes should go to the students who get the best grades or to the students who have the hardest time learning?" 1. Best grades. 2. Slow learners. 3. Should be the same for both groups. 9. No opinion.
69	21.	"Do you think school facilities, such as gymnasiums, auditoriums, and meeting rooms, should be open to students on weeknights and weekends?" 1. Yes 5. No 9. Don't know.
70	22.	"Do you think schools should hire teacher aides from the local community to assist teachers in the class room?" 1. Yes. 5. No 9. Don't know.

Card Column	Question Number	
71	23.	"Do you think your students government should play a larger part in running your school?" 1. Yes 5. No 9. Don't know.
72	24.	"Do you think parents should participate in the hiring of teachers and other people who work in the schools?" 1. Yes 5. No 9. Don't know.
73	25.	"Do you think pupils should be allowed to have a say in choosing their own teachers?" 1. Yes 5. No 9. Don't know.
74	26.	"If you were free to do so would you like to go settle in another country?" 1. Yes 5. No 9. Don't know.
75	27.	"In general, how much trust and confidence do you have in the wisdom of the American people when it comes to making political decisions?" 1. Great deal. 2. Good deal. 3. Not very much. 4. None at all. 9. Don't know.
76	28.	"In general, how would you rate the quality of this school?" 1. Excellent. 2. Good. 3. Fair. 4. Poor. 9. Don't know.'

Card Column	Question Number	
77	29.	"In a school is which most of the students are black, which of the following would you prefer?" 1. All of the teachers be black. 2. Most of the teachers be black. 3. About half of the teachers be black and half be white. 4. That most of the teachers be white. 5. That all of the teachers be white. 9. No opinion, doesn't matter.
78	30.	What in your opinion, are the one or two most important things that make a teacher a "good" teacher. (Not coded)
79	31.	What, in your opinion, are the one or two most important things that make a teacher a "bad" teacher. (Not coded)